DOCUMENT RESUME

ED 283 147 CS 210 443

TITLE	Exploring Literature through Films. Project ELF.
INSTITUTION	Los Angeles County Office of Education, Downey, CA.
PUB DATE	85
NOTE	133p.; A project of the Administrative Committee for Program Development. Section pages printed on colored paper.
AVAILABLE FROM	Los Angeles County Office of Education, Division of Instructional Media and Information Systems, 9300 East Imperial Highway, Room 250, Downey, CA 90242-2890 ($4.00, plus postage and tax).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Biographies; Class Activities; *Curriculum Development; Drama; Educational Media; English Curriculum; Fantasy; Fiction; *Instructional Films; *Language Arts; Literary Criticism; Literary Devices; Literary Genres; Literary Styles; *Literature; *Literature Appreciation; Poetry; Program Content; Science Fiction; Secondary Education; Skill Development; *Teaching Methods; Tragedy

ABSTRACT

Noting that instructional films can serve as a valuable tool to motivate students and to help them organize, interpret, and evaluate concepts presented, this program guide is designed to assist teachers in planning instructional activities that will effectively integrate films into the English language arts curriculum. The first section of the guide, presents an initial statement of purpose, instructions for use of the guide, and a lesson format and a graphic presentation of the format for each study guide. The remainder of the guide presents detailed lessons for works in diverse literary genres. Each genre section begins with a brief outline enumerating topics to consider when introducing films based on that particular literary type. The study sections are as follows: (1) biography, including films on Edgar Allan Poe, Robert Frost, and Shakespeare; (2) drama, including Ibsen's "A Doll's House," Shakespeare's "Hamlet," and Shaw's "Pygmalion"; (3) the novel, including Hemingway's "Islands in the Stream" and S. E. Hinton's "Tex"; (4) poetry, including material on Chaucer and Japanese haiku poetry, as well as on the epic poem; (5) short stories, including works by Balzac, Shirley Jackson, and D. H. Lawrence; and (6) science fiction and fantasy, including Ray Bradbury's "The Flying Machine" and W. W. Jacobs' classic short story, "The Monkey's Paw." The program guide concludes with an appendix containing information for ordering films, a request for user comments, an invitation for teachers to submit their own lesson plans, and a sample lesson format. (NKA)

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Exploring Literature Through Films

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Exploring Literature Through Films

Project of the
Administrative Committee for Program Development

1985

An Official Publication

Los Angeles County Office of Education
9300 East Imperial Highway
Downey, California 90242-2890

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ACKNOWLEDGMENTS

Appreciation is expressed to the following teachers who made major contributions to the development of this curriculum resource.

Jan Burke, retired
Crescenta Valley High School
Glendale Unified School District

Barbara Rolsman Cooper
Taft High School
Los Angeles Unified School District

David Doty
San Gabriel High School
Alhambra City and High School District

Cheryl Lee
John Marshall High School
Los Angeles Unified School District

Mary Pinola
Arroyo High School
El Monte Union School District

Frank Thompson
Pioneer High School
Whittier Union High School District

Appreciation is expressed to the following consultants of the Los Angeles County Office of Education who worked together as a team to share resources and to suggest instructional strategies that would effectively infuse media into the language arts curriculum:

Kathryn Edwards, consultant, Instructional Media
Division of Instructional Media and Information Systems

Mel Grubb, consultant, English Language Arts
Division of Curriculum and Instructional Programs

Zhita Rea, consultant, Libraries and Learning Resources
Division of Instructional Media and Information Systems

Billie Telles, consultant, Reading Language Arts
Division of Curriculum and Instructional Programs

We also acknowledge the support and assistance of Mary Schefter, secretary, and Victor Watanabe, graphic artist.

Special appreciation is extended to Robert Browning, director of the Division of Instructional Media and Information Systems, for his encouragement and to the Administrative Committee for Program Development (ACPD) for its financial support.

SIX GOALS FOR

EXPLORING LITERATURE THROUGH FILMS

Instructional films can serve as an invaluable tool to motivate students to read and to help them organize, interpret, and evaluate concepts presented. Films can be used to extend students' personal experiences and to provide vicarious experiences about which students can think and learn.

The instructional activities suggested in this publication will assist the teacher in planning learning experiences that effectively integrate film, a powerful instructional tool into the English language arts curriculum. The activities were designed to serve as springboards for the exercise of creative talents and to accomplish the six specific goals that follow:

1. **To provide the opportunity for students to respond to literature through the medium of film.** Literature conveyed through films serves as an effective basis for motivating reading instruction and for facilitating reading enjoyment.

2. **To motivate students to read works from a variety of literary genres and to provide readiness for reading specific titles.** The films that are presented in this study guide were selected from six literary genres: biography, novel, short story, poetry, drama, and science fiction. The films may serve as catalysts, motivating students to explore the library to peruse books related to a particular film title or literary genre.

3. **To increase students' understanding of the elements of literature: plot, character, setting, etc.** Films use both the story-telling devices and techniques of literature. They share the humanistic concerns of literature and explore the same themes that have occupied the greatest writers.

4. **To provide opportunities for students to develop oral language skills through viewing and discussing films.** Integrating films into literature study will give students the opportunity to listen purposefully and critically, to interpret and organize information and, finally, to articulate emotional, intellectual, and sensory responses.

5. **To facilitate the development of higher-level thinking processes by providing opportunities for students to apply, synthesize, analyze, and evaluate.** Capable students may extend and develop thinking skills by comparing and contrasting the film with the printed story or novel. Less capable students may respond to the visual stimuli which calls on their skills of listening and observing.

6. **To increase proficiency in written composition by involving students in activities that are extensions of the film viewing and discussions.** Because films utilize many of the same structures and concepts that are the province of the English teacher, they can be used side by side with traditional classroom materials. Films serve as an excellent basis for the development of pre-writing experiences related to literature. They can provide an opportunity for student response through written composition.

HOW TO USE THIS PUBLICATION

The items listed below suggest steps that should be followed to use this publication expediently:

1. **Select from the films in the table of contents those that support your classroom literature program.**
   Consult the table of contents which lists films with study guides and select the films which will help you the most. The film list includes selections from six literary genres - biography, novel, short story, poetry, drama, and science fiction. The films have been selected on the basis of student interest, quality, relevance to the curriculum, literary integrity, and ability to evoke student response.

2. **Become familiar with the study guide format and select the study guide previewing activities appropriate for your classroom.**
   Check the suggested previewing activities. Films contribute most to student learning when the class has been adequately prepared for the film showing. In each study guide, several previewing activities have been suggested. Generally, students should know what they are going to see and why. Select topics or questions for the "CUE" section to discuss with the class before showing the film. You might want to introduce specific locations, historical facts, or vocabulary terms that are presented in the film.

3. **Review and select appropriate postviewing activities in the study guide.**
   Films can be used as tools for prewriting experiences because they can help students generate ideas and make responses that can be expressed in oral and written form. Each study guide includes numerous suggestions for checking and expanding knowledge, organizing oral language activities, and writing compositions related to the world of the story as well as to the world of the student. The teacher may use these ideas as presented or as a basis for generating additional ideas better suited to an instructional situation.

On the following page, you will find a lesson plan format which provides a brief overview of the major components of each lesson plan.

Lesson Format

Title: _____

Catalog No. _____ **Running Time** _____ **Year Produced** _____

1. **Synopsis**

   A brief synopsis of the content of each film. Ideally, teachers should preview the film in order to become acquainted with the content.

   Suggested Courses: Courses in which the use of the film might have applicability.

   Application to Other Subject Areas: Other subject areas to which the film might have relevance.

2. **Previewing Activities**

   a. Cue - Presentation of related concepts through discussion of books, media, etc., to help bridge the gap between students' experiences and concepts presented in the film.

   b. Vocabulary - Words presented in the film that may be unfamiliar to students. Some vocabulary words will need to be discussed prior to viewing the film. Words should be presented and discussed within a specific context.

3. **Show the film**

4. **Postviewing Activities**

   a. Check your knowledge

      These questions assess students' knowledge of facts of the film. These questions will help the teacher determine what the students actually saw and heard in the film.

   b. Expand your knowledge

      These questions will enable the teacher to facilitate thinking on higher cognitive levels.

   c. Oral Language Activities

      Activities that promote students' oral responses to films. Suggested activities include discussions, debates, speeches, dialogues, and dramatizations.

   d. Language Study

      Essential language skills to enable students to function at a minimum literacy level. Sample activities have been suggested from the following skill areas: parts of speech, subject/verb agreement, sentence sense, sentence structure, affixes, vocabulary, capitalization, and punctuation. Teachers can use the suggested activities as models to develop similar activities for their students.

   e. Composition

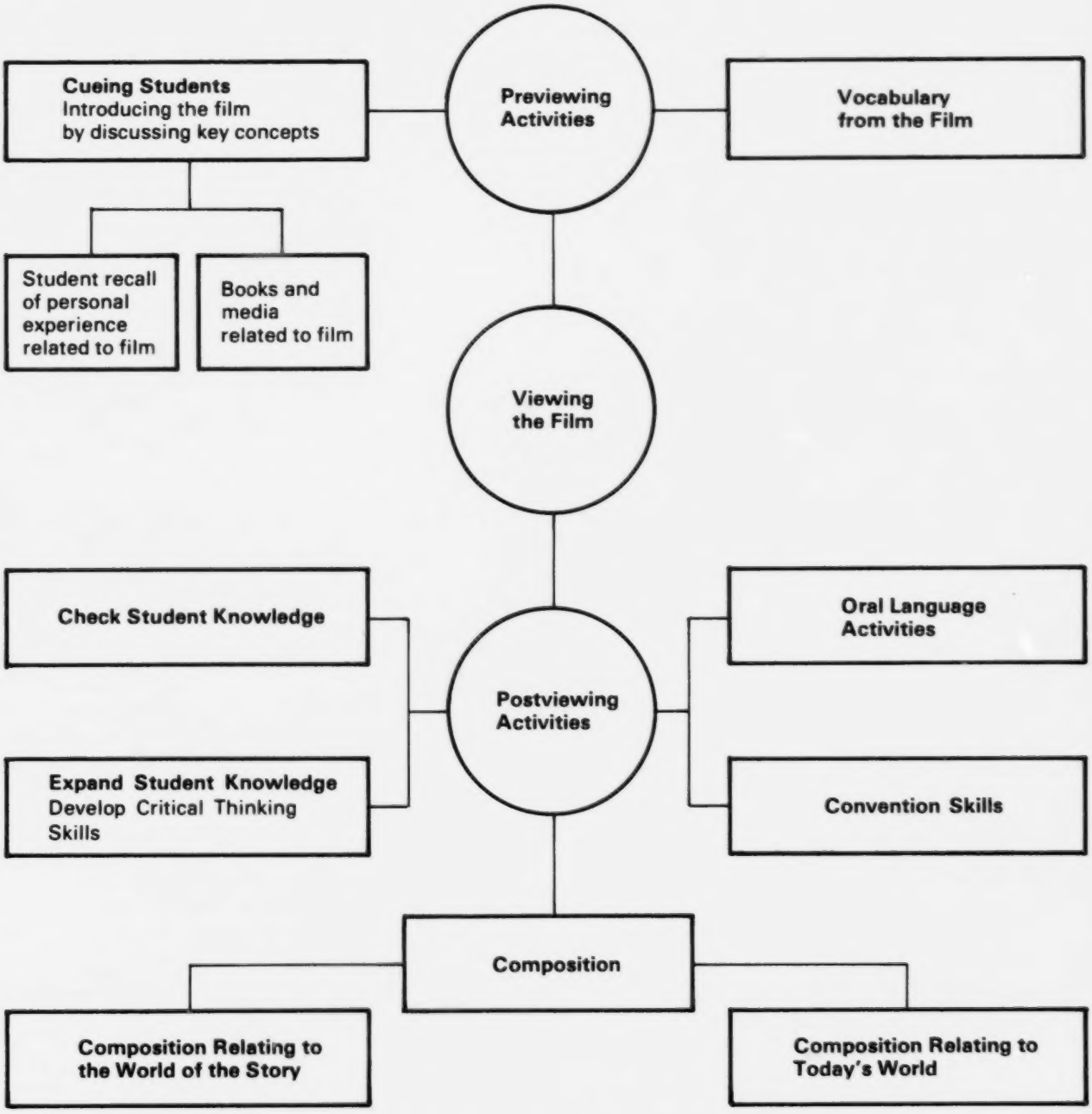
      1. The World of the Story

         Composing tasks that require students to write about some aspect of the film.

      2. The Real World

         Composing tasks that require students to extrapolate events from the film to experiences that occur in reality.

A Graphic Presentation
of
The Format for Each Study Guide



Adapted from a model developed by Dr. Helen Lodge, California State University, Northridge

Biography

TOPICS TO CONSIDER WHEN INTRODUCING FILMS BASED ON BIOGRAPHY

The following topics should be considered when introducing films based on biography:

Choice of Subject

- Events and happenings worthy of emulation

Characterization

- Knowledge of persons as human beings with shortcomings and virtues
- True to life
- Worthy subjects that come alive
- Background of lives presented as faithfully to the facts as possible
- Character revealed through actions, deeds, conversations, and thoughts

Style

- Narrative approach
- Dramatized events and personalized subjects in fictionalized biography
- Invented dialogue and unspoken thoughts of the subjects based on research facts
- Reconstruction of conversation as entire biography constitutes biographical fiction

Theme

- Filmmaker's interpretations and emphasis of the multidimensional facets of the subjects' lives

Authenticity

- Insight into the character of the subject
- Accuracy of historical detail
- Respect for verifiable reporting

Title: EDGAR ALLAN POE: THE FEVER CALLED LIVING

Catalog No. 7268 Running Time - 26 minutes Year Produced - 1979

1. Synopsis: This documentary film is based on the life of the "father of the detective story" and master of psychological horror tales. Edgar Allan Poe was also one of the ablest editors of the mid-19th century. His life, a series of disappointments, tragedies, and mysteries, is traced through the cities and sites where he lived and worked.

   Suggested Courses: English

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. With which Poe works are you already familiar?

      2. What biographical facts do you know about Poe?

      3. What are the two technical requirements you would expect to find in a mystery story? (See 4b (2) for activity)

      4. Discuss key elements of detective and mystery stories. Encourage students to share some of their favorite detective stories and characters.

      5. Discuss personal hardships that have been endured by many celebrities and the effect that the hardships had on their work.

   b. Vocabulary (presented within a specific context)

bizarre	interim
cynical	irrational
eulogy	macabre
garret	regiment

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. What were some of the motivating forces that influenced Poe's writing?

      2. Based on what you have seen in the film, what could have caused Poe's death?

3. Trace Poe's geographical movements and changes that these moves made in Poe's life.

4. What is a "scathing pen"? How would it be used? In what would it be involved?

5. What are some of the hardships that Poe experienced?

b. Expand your knowledge

1. What facts from the film can be used to assemble a mural/time line of Poe's life? Use pictures, cartoons or sketches to prepare a mural that illustrates major points in Poe's writing career.

2. Poe's theory of mystery writing was that there must be a single effect with all elements contributing to that effect. Further, the elements that would serve as clues would not be apparent on a first reading but would be recognized upon closer examination. Read "The Gold Bug" and state the single effect created. Describe how the elements contribute to that effect.

c. Oral Language Activities

1. Write a brief biographical sketch of Poe's life. Deliver the report orally to the class.

2. Prepare and recite "The Bells" to the class and use appropriate sound effects. Note the different ways Poe describes the sound of the bells.

d. Language Study

Skill: Vocabulary - Context Clues

Directions: Use the correct word from the vocabulary list to complete the following sentences.

1. Poe reacted negatively to the _____ of West Point.

2. A _____ delivered at Poe's funeral was not complimentary.

3. Many of Poe's characters behaved in a _____ fashion.

4. Many of Poe's tales dealt with _____ themes.

5. Critics of Poe's work were _____ in their comments.

6. The writer worked and slept in the _____, an upstairs room.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Using at least two sources, collect facts about Poe's death and compare to the facts presented in the film. Summarize your findings in a paragraph or two.

   b. Read one of Poe's poems. Make inferences about his personal feelings and experiences at the time he wrote the poem. Prepare a page for a journal entry that Poe might have written to express his feelings.

2. The Real World

   a. Within the context of contemporary society, write a "Dear Abby" letter commenting on Poe's marriage to his 14-year-old bride.

   b. Select a mysterious person or object to use as the basis for the development of a detective or mystery story. Select appropriate setting and characters. Develop an intriguing plot.

Title: MAGIC PRISON

Catalog No. 8016 Running Time - 36 minutes Year Produced - 1969

1. Synopsis: The film presents a dramatized dialogue of letters between Emily Dickinson and a stranger, Colonel T. W. Higginson, revealing the unique qualities of mind and character of this American poet. Dramatizes some of the most moving moments in the poet's life. The film concentrates on some of the more traumatic times in her life and does not include her nature poems. (It is suggested that the film be stopped after the narrator's introduction to clarify the conditions under which these letters were written. It is also strongly urged that the film be previewed.)

   Suggested Courses: American Literature, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. What traumatic experiences can separate one from society and cause alienation?

      2. What value can an anonymous confidante serve?

   b. Vocabulary (presented within a specific context)

alienation	eclipse	mangle
apparition	enigmatical	melancholy
banish	evaded	plaintive
cavalry	immortality	spasmodic
depose	instinct	tribunal
dreary	maelstrom	

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. Did Dickinson and Higginson ever meet? How do you know?

      2. What events contributed to Dickinson's depressed emotional state?

      3. Describe the nature of Dickinson's love life.

      4. In what way was Higginson important to Emily Dickinson?

      5. What techniques did the filmmaker use to denote the passage of time?

b. Expand your knowledge

1. Define **melancholy** as it would refer to Emily Dickinson's life.

2. Explain as objectively as possible the conditions under which Emily Dickinson's letters were written. List those events which must have prompted this poetry and the letters.

3. What universal themes does Dickinson introduce in her letters and poems?

4. Read and examine three of Emily Dickinson's poems/letters. Discuss the images that she uses in each poem/letter.

c. Oral Language Activities

1. Select one or two poems by Emily Dickinson to recite to the class. Use appropriate articulation, voice modulation, and gestures.

2. Create a reader's theater script between two people who cannot, at the moment, communicate except by letter.

d. Language Study

Skill: <u>Vocabulary Development</u>

Directions: Define ten vocabulary words and use each in a sentence. Relate the use to Dickinson's poems.

Skill: <u>Parts of Speech - Adjectives</u>

Directions: Write ten adjectives that could be used to describe Emily Dickinson. Use the adjectives to write a descriptive paragraph about her.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Construct a series of questions for an interview with Colonel T. G. Higginson. You will be questioning him just after his return from Amherst. (To the teacher: You may want to have students write Higginson's responses.)

b. Write a dialog between Mr. and Mrs. Dickinson in which they voice their concern and explore what to do with Emily's melancholy.

2. The Real World

a. Find the definition of **agoraphobia**. How does the information relate to Emily Dickinson?

b. Read one of Emily Dickinson's poems or letters. Write a letter to Emily Dickinson to express your thoughts and emotions in response to the letter or poem.

Title: NATHANIEL HAWTHORNE: LIGHT IN THE SHADOWS

Catalog No. 7145 Running Time - 23 minutes Year Produced - 1982

1. Synopsis: This film biography of Nathaniel Hawthorne presents information concerning his ancestry, youth, education, employment, marriage and family life, friendships, residences and death. Brief excerpts from various short stories are dramatized and illustrations of his masterpiece, The Scarlet Letter, accompany an account of the person difficulties which existed at the time of its composition.

   Suggested Courses: American Literature

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s) etc.

      1. Knowledge of details about an author's personal life often provides additional insight into the works of that author. What do you know about the personal life of an author, playwright, composer, or producer that you have studied? As a result of this knowledge, what insights have you gained into that person's work?

      2. In your study of history or literature, what have you learned about Salem, Massachusetts? Use reference sources to acquire historical information on Salem.

      3. Often things are not as they appear. This applies to people and situations. In what ways are we deceived by outward appearances?

   b. Vocabulary (presented within a specific context)

ancestral	eulogized	quest
anonymity	fanatic	recluse
bigot	gothic	seclusion
consulate	minute (adj.)	universality
diversified	pinnacle	

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. Hawthorne's family roots were in (a) Salem, (b) New York, (c) Vermont.

      2. In "The Minister's Black Veil," the minister wore a veil because (a) his face was disfigured, (b) it was a custom of the time, (c) he had secretly sinned.

      3. One of Hawthorne's uncles was present at (a) House of Burgesses, (b) Salem witch trials, (c) writing of Moby Dick.

      4. Hawthorne's marriage to Sophia (a) ended in divorce, (b) caused him to give up writing, (c) changed his life for the better.

b. Expand your knowledge

1. Read Feathertop, A Moralized Legend. Examine the theme regarding the deception that can be created by outward appearances. How have you been deceived by outward appearances of a person, object, etc.?

2. What inference can be made about Sarah Good's curse, "God will give you blood to drink," and its effect on Hawthorne?

3. What events have made you happy today that did not depend on planning or order? How does the narrator's statement, "Happiness has no succession of events" apply to your day?

c. Oral Language Activities

1. Critics claim that The Scarlet Letter is Hawthorne's masterpiece. Support or refute this statement.

2. Prepare and present a brief dramatization of a segment of Feathertop, A Moralized Legend. You might consider doing it as a radio script with sound effects.

3. Read one of the short stories mentioned in the film. Report on it orally to the class.

d. Language Study
Skill: Vocabulary Development

Directions: Use at least five words from the vocabulary list to comment on the personality of Hawthorne as presented in the film.

Example: In his early years, Hawthorne frequently sought **anonymity.**

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. World of the Story

a. Using the subtitle, Light in the Shadows, write a paragraph that describes the outdoor environment as illustrated in the film.

b. "The present is haunted by an unseen past" is a possible theme for Hawthorne's "Young Goodman Brown." After reading the short story, give examples of how this theme is appropriate for the story.

2. The Real World

a. Write a description of an anonymous acquaintance who has a commanding outward appearance but lacks substance, as does Feathertop.

b. The narrator states that an artist finds rewards not in a society but within himself. Write a paragraph that reveals the rewards you find within yourself for which you would not give society credit.

Title: ROBERT FROST: A LOVER'S QUARREL

Catalog No. 8056 Running Time - 40 minutes Year Produced - 1967

1. Synopsis: Portrays the personality and genius of the poet Robert Frost. The viewer sees Frost strolling through the New England countryside, in relationships with world figures, and delivering an informal, on-camera lecture at Sarah Lawrence College. His personal interpretation of some of his writing adds to the intimacy of the film.

   Suggested Courses: American Literature, Modern Poetry

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. People are often different in private life than they are in public life. Why might this occur?

      2. What would it be like to live next door to a world famous celebrity? Discuss the lifestyles of celebrities. In what ways are routine tasks, e.g., shopping for food, going to the post office, different for celebrities?

      3. Discuss the meaning of the words, "A Lover's Quarrel with the World."

   b. Vocabulary (presented within a specific context)

belligerent	reserves
category	significant
disarming	tacit
documentary	

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. Where was Robert Frost born? Recall Frost's simple lifestyle as depicted in the film.

      2. Recall some significant aspect of Frost's life with his family.

      3. What is a recurrent theme in much of Frost's poetry?

d. Language Study

Skill: Figurative Language

An **oxymoron** is a combination of contradictory or incongruous words, such as "cruel kindness." In one of Frost's poems, he used the oxymoron "happy accident."

Directions: Make your own oxymoron by adding a noun to each of the adjectives presented in the vocabulary section: belligerent, disarming, significant, tacit. Then, try making additional oxymorons by adding your own adjectives to the following nouns: peace, glory, castle, viper, banquet.

Skill: Capitalization/Punctuation

Directions: Rewrite the following sentences with the correct capitalization and punctuation.

1. robert frost delivered a speech at sarah lawrence college.
2. frost enjoyed strolling through the new england countryside.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. After researching Robert Frost's life, write a composition emphasizing the irony in the statement, "The biggest joke of all is that I've not failed."

   b. Read the Frost quotation below:

      "Better to go down dignified
      With boughten friendship at your side
      Than none at all. Provide, provide!"

      Write a paragraph discussing your definition of "boughten friendship." Do you agree with Frost's philosophy? Why or why not?

2. The Real World

   a. Imagine that you are a student at Sarah Lawrence College. Write a letter to a friend describing your reaction to seeing and hearing Robert Frost in person.

   b. When trouble presented itself, Frost said, "Me for the woods." Write a paragraph describing where you go to escape from the world and its problems.

Title: SHAKESPEARE: A MIRROR TO MAN

Catalog No. 71247 **Running Time** - 28 minutes **Year Produced** - 1970

1. **Synopsis:** Presents scenes from Taming of the Shrew, Macbeth, and Othello. Dramatizing Shakespeare's mastery of both comedy and tragedy, the film also shows him as a master of the use of language. Through informal discussion, the actors place Shakespeare in the context of the Elizabethan theater and analyze his gifts as a poet, dramatist, psychologist, and humanist.

   Suggested Courses: English Literature, Drama

2. **Previewing Activities Led by the Teacher:**

   a. Cue - Discussion of key concept(s)

      1. Discuss students' previous experiences with Shakespeare's works.

      2. Provide a synopsis of the Taming of the Shrew and Macbeth. Show related films/videotapes, if available.

      3. Discuss in what ways a playwright can be a psychologist?

      4. Discuss the physical structure of the Shakespearean stage. Use pictures and models if available.

      5. Discuss typical lifestyles during the Renaissance.

   b. Vocabulary (presented within a specific context)

amiable	shrew
compassion	soliloquy
consolation	sonnet

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check your knowledge

      1. Who was most responsible for the change in the role of women during the Renaissance?

      2. Discuss the human qualities of the characters portrayed in the three scenes in the film.

      3. Describe Petruchio's character and his tactics in handling Kate.

      4. Explain Othello's reasoning for killing his wife.

b. Expand your knowledge

1. What would a contemporary, liberated woman think about Kate?

2. Examine Lady Macbeth's arguments for killing Duncan. Because of his ambition, why would these arguments appeal to Macbeth?

3. Define commitment as explained by Lady Macbeth as she urges her husband to continue with the plot to kill Duncan.

4. Why was the scene from Macbeth shown in a manor house and not on a stage? Recall the actor's explanation about the use of a manor house for Elizabethan drama.

5. State and analyze the theme demonstrated in the three scenes presented.

6. Analyze those situations in the film that indicate that Shakespeare understood human nature.

c. Oral Language Activities

1. Prepare to read one of the sonnets aloud to the class. Use appropriate voice modulations and gestures.

2. Dramatize a section from one of the Shakespearean scenes presented in the film.

3. Paraphrase and present "Sonnet #116."

d. Language Study

Skill: Figurative Language

SIMILE - Similes are figures of speech that compare two dissimilar objects through the use of words such as "like" or "as."

Directions: Complete each sentence below using an appropriate simile.

Example: The pillow was as soft as a marshmallow.

1. Kate behaved like _____.

2. Lady Macbeth talked to Macbeth like _____.

3. Desdemona was as puzzled as _____.

4. Petrouchio treated Kate like _____.

5. Macbeth was as hesitant as _____ in his actions.

6. Othello was as determined as _____.

7. Desdemona was a _____ as she tried to understand Othello's accusations.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Compare two of the female characters from the film. Consider personality, motivation and the manner in which they related to men.

b. In a paragraph, describe the changes in type and intensity of humor between Kate and Petruchio in the scene presented in the film.

2. The Real World

a. Write a soliloquy in which you attempt to arrive at a major decision, such as buying a new car, moving out of your parents' home, etc.

b. Write a sonnet to describe the weather today. Be certain you are using the correct sonnet form.

c. Choose an additional sonnet or a brief scene from a play studied and rewrite it in comtemporary language.

Drama

TOPICS TO CONSIDER WHEN INTRODUCING FILMS BASED ON DRAMA

The following topics should be considered when introducing films based on drama:

Definition

- Composition usually in prose arranged for enactment and intended to portray life or character or to tell a story by actions through dialogue.
- Literary type designed to be performed by actors on a stage.
- Literature form including: **tragedy**, with an inevitable disastrous failure as the result of the protagonist's defeat in the basic conflict or struggle due to his own weakness or an external force; **comedy**, with a happy ending as the culmination of the protagonist's victory over the forces that oppose him/her; **melodrama**, with focus on action and suspense; **farce**, with hilarious humor and dramatic effectiveness by the absurd and farfetched.
- Literary composition divided into **acts** and **scenes** indicated by the fall of the curtain or a change in the time or place of the action.

Elements and Structure

Plot

- Includes a series of incidents or events that make up the action of the story.
- Begins with the **exposition** which includes background information regarding prior action, the present state of affairs, major characters, and situations which will lead to a conflict that must be resolved.
- Develops with **complication and rising action** through a series of episodes related to the basic conflict.
- Reaches the major **climax** and minor crises as complications mount and tension increases and the protagonist makes a final attempt to resolve the internal or external conflict.
- Continues with **denouement** as the dramatic action reveals the outcome of the situations.
- Contains the element of **conflict** as a struggle between two opposing forces, ideas, or beliefs.
- Includes **subplots** which are interwoven with the main plot and which may help or hinder the protagonist as he resolves the conflict.

Characterization

- Main character, the **protagonist**, faces a problem that must be solved and is opposed by the force of the **antagonist**.
- Major characters usually dynamically revealed through actions requiring change in personality, behavior, or attitude as a result of internal conflicts or external forces.
- Minor characters usually static.

Dialogue

- Lines spoken by the characters.
- Reveals the character and makes him credible through his conversation and manner of speaking.
- Advances the **plot**.

Stage Directions

- Words, phrases, sentences, paragraphs printed in italic type and enclosed in parentheses which indicate what is taking place on the stage or how the characters feel, react or think.
- Comment on a character or situation.
- Suggestion of a particular mood.
- Ideas for sound effects.
- Clues to interpretations.

Setting

- Background of time and place appropriate to the action.
- Location which contributes atmosphere and mood for the story.
- Description of the scenes appropriate to the plot.

Theme

- Philosophic conclusion of the play.
- Natural outgrowth of the action.
- Problems of the practical versus the romantic approach to life.
- Views of life's tensions, dilemmas, conflicts, decisions, and joys.

Techniques

- o Illusion of reality through **scenes, properties,** illustrations, stage directions, and characters' use of scenery and properties in an emotionally dramatic context.
- o Dramatic movements with entrances, exits, and curtains.
- o Contrasts in lighting and sound effects.
- o Elements designed for audience empathy with sentimental appeal of positive and negative characters who arouse strong responses.
- o Exaggeration of **banter** with short, crisp conversational remarks spoken with speed and sparkle.
- o Thorough denouement with an unraveling of complications, accounting of plot threads, disposing of characters or planning of their immediate future.
- o Subtle outcomes revealed through actions and dialogue which imply but do not state.
- o Use of devices such as **hyperbole, parody, irony, inferences, caricature, allusions,** and **glittering generalities.**
- o Development of plot through physical action (i.e., movements, gestures, facial expressions, or happenings that contribute to the story) or inner action (i.e., thoughts, feelings).
- o Development of a character by what he says, how he says it, how he reacts to situations and other persons, and what he does.
- o Inclusion of suspense through an uncertain feeling about the outcome.

Title: A DOLL'S HOUSE - DESTRUCTION OF ILLUSION

Catolog No. 71154 Running Time - 33 minutes Year Produced - 1968

1. Synopsis: Emphasizes the timeliness of Ibsen's message by presenting his play in modern setting. Shows how Nora discovers that she has been living in a fantasy world which Ibsen calls her "doll's house." Watches Ibsen destroy Nora's illusions about herself and her situation. Narrated by Norris Houghton. From the Humanities Series.

   Suggested Courses: Drama, World Literature, Expository Composition

   Application to Other Subject Areas: Contemporary Living, Sociology, Psychology, Art, Family Living

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss sex role stereotyping (wife and husband). How have these roles changed? (Househusband, sharing household chores and child-rearing, the working mother.)

      2. Is lying ever justified? If you think so, under what circumstances?

      3. What illusions do people have? What happens when illusions are destroyed?

      4. Do you feel your parents treat you like a child? In what ways? How do you feel about it?

      5. At the beginning of the play, the characters are listed under "dramatis personae." What roles/masks do each of them play? What are roles that we play from time to time? Under what circumstances do we play these roles? Why are the illusions created by these masks more comfortable than reality?

   b. Vocabulary (presented within a specific context)

blackmail	frivolous	pretense/pretentious
coincidence	histrionics	spendthrift
complication	hypocrite/hypocrisy	tribute
craven	ideal/idealism/ idealistic	wench
forger/forgery	petty	wrought
frantic		

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check your knowledge

1. Why has Nora kept her secret from Torvald?

2. Why does Nora wish to "save" her secret about the borrowed money? When will she use it?

3. What changes her attitude toward her husband?

4. How does Torvald feel abut Krogstad's crime? How does he feel about the effect of the crime on the family?

5. What coincidence brings about a turning point in Torvald and Nora's relationship?

6. Compare Torvald's reaction to Nora before Krogstad's letter arrives and after he reads it. Do you think he really forgives her?

b. Expand your knowledge

1. How does Eric's offer complicate the plot?

2. Nora and Torvald go through a display of histrionics. What are these "shows" and what do they hope to achieve through their acts?

3. What are Nora's illusions? What shatters each of them? Infer what Nora's life will be like without illusions.

4. Torvald believes Nora has betrayed her sacred duty to him. Explain.

5. What is the filmmaker's purpose in including the scene between Petruchio and Kate from <u>The Taming of the Shrew</u>?

6. "The law takes no account of motives," says Torvald. Interpret his comment in light of Nora's previous action and Krogstad's forgery. Should one consider the extenuating circumstances surrounding their actions?

c. Oral Language Activities

1. Nora is on the stand in a trial for custody of the children. Develop the attorney's questions and Nora's responses to defend her actions.

2. Place Torvald on the stand to argue why he should have custody of the children.

d. Language Study

Skill: Figuration Language

Euphemism is the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant.

Directions: Add five or six euphemisms and their interpretations to the list of euphemisms listed below:

Examples:

1. sanitation engineer	garbage collector
2. food preparation center	kitchen
3. pre-owned car	used car
4. senior citizen	old person
5. restroom or ladies'/men's room	bathroom

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Compose a letter of apology from Torvald to Nora and/or from Nora to Torvald.

   b. In an essay of at least three paragraphs, justify Nora's actions in terms of today's male-female roles. In terms of 100 years ago? What difference does 100 years make in her action?

2. The Real World

   a. Does the end ever justify the means? Does the reason for a crime justify committing a crime? (Cheating on a test, lying to a friend or parent, forgery, etc.) Relate in a short essay a time you felt it necessary to lie? And why?

   b. Most adolescents resent being treated like children. Why? Who treats you as a child? Why? At what point is an individual "grown up"? Why do some adults you know sometimes prefer to be treated as children? Write an essay to explain the advantages and disadvantages of being treated like a child. Draw a conclusion as to which is preferable - being treated as a child or being treated as an adult.

Title: A DOLL'S HOUSE - IBSEN'S THEMES

Catalog No. 71155 Running Time - 28 minutes Year Produced - 1968

1. Synopsis:Analyzes characters in "A Doll's House" in order to understand why their personalities are consistent with the ending Ibsen has chosen. Shows the unique structure of Ibsen's plays -- exposition, situation -- in light of his realistic approach to drama. Examines the themes of Ibsen's play. Narrated by Norris Houghton. From the Humanities Series.

   Suggested Courses: Drama, World Literature, Expository Composition

   Application to Other Subject Areas: Family Living, Sociology, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Dicussion of key concept(s)

      1. What is realism? Realistic drama?

      2. What constitutes a tragedy?

      3. What are the physical and personality attributes of a protagonist (hero)? Of an antagonist (villain)? (Star Wars, westerns, soap operas.)

      4. Who or what determines what is a crime and what is not?

      5. One individual's or group's power over another: religion, law, parents, teachers, older siblings. How do these people or institutions get into a position of power? How do they control?

      6. **Antigone:** Is the law or custom always right?

   b. Vocabulary (presented within a specific context)

barbaric	"in character"
crucial	innovator
delirious	motive/motivation
emancipation	outrage
frivolous	petty
heralded	propaganda
impeccable	realistic drama

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check your knowledge

1. What holiday were Nora and Torvald preparing to celebrate?

2. What is the pronoun change in Torvald's speech to Nora once he has read the letter from Krogstad?

3. List some examples of realistic stage settings.

4. What is the one thing Nora feels she has been denied all her life?

5. What other duties does Nora feel she has other than toward her husband and children?

6. How did Ibsen change the traditional dramatic plot structure of exposition, situation, resolution?

b. Expand your knowledge

1. What parallels do you find between Nora's treatment by her father and by Torvald?

2. Why was her final act so shocking to the audiences of 1879? How does this reaction account for the revision of the last scene? Which ending do you think best suits the play? Why?

3. Is Nora running away from or running to something?

4. Who do you think is the protagonist? Antagonist? Defend your answer.

5. Nora says, "I no longer believe in miracles." What "miracle" would resolve the conflict between Torvald and Nora? Is this miracle likely to happen?

6. What is the difference between love and being "in love"?

c. Oral Language Activities

1. To the teacher: Stage a "rap session" in which four to six students discuss Nora's decision to leave and her future. "Nora" might invite answers to questions such as, "Should I have left my home and family?" "What should I do now?"

2. Suppose Nora and Torvald meet by chance in the park one year after she leaves. Create a dialogue. How would Torvald and Nora greet each other? What questions would they ask each other?

d. Language Study

Skill: Punctuation/Commas with Nouns of Direct Address

Directions: Construct five sentences from real life where a noun of direct address would be used. Vary the position of the noun in each sentence. Models:

And now, Torvald, sit down.
You are saved, Nora!
Nora, I'm saved.

e. Composition (Select one writing task from Section 1 and one writing task form Section 2.)

1. The World of the Story

a. Theatre focuses on the conflict of ideas between characters. Write an essay that examines the conflicts which develop between the characters in The Doll's House.

b. Construct a possible third ending for the play.

2. The Real World

a. Torvald says to Nora, "I don't understand you." In what situations have you said that to someone? Has someone said that to you? In what situations? Did you finally understand? In a well-organized essay, explain the (a) situation that caused the misunderstanding and (b) the final outcome.

b. When you say, "I'm sorry," in a desire to be forgiven, do you really mean it or do you say it casually to provide an escape and to protect yourself? Write an essay to explain a situation in which you had to apologize and your motives for making the apology.

c. Write a description of a situation in which you found it necessary to assert your own power as an individual. Describe the resistance that you met.

Title: HAMLET - WHAT HAPPENS IN HAMLET -- LESSON 2

Catalog No.: 7437 Running Time - 30 minutes Year Produced - 1959

1. Synopsis: Analyzes Hamlet as play in three movements -- ghost story, detective story, and revenge story. Describes the characters and their relationships. From the Humanities Series.

   Suggested Courses: English Literature, Shakespeare, Drama

   Application to Other Subject Areas: Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Define tragedy, tragic hero, tragic flaw, and catharsis.

      2. Provide characteristics and examples of these genres:
         a. Ghost/supernatural story (Stephen King, H. P. Lovecraft, Henry James' Turn of the Screw, etc.).
         b. Detective or murder mystery (Poe, Doyle's Sherlock Holmes.
         c. Revenge story (Poe's "Cask of Amontillado," Charles Bronson and Clint Eastwood movies).

      3. Present a legal example of entrapment. Is it ever justified?

      4. Discuss how a character's personality is revealed through costume.

   b. Vocabulary (presented within a specific context)

aloof	knavish
brooding	pantomime
catharsis	seeming/unseemly
envenomed	stymied
incestuous	tragedy
indulgent	treachery
initiative	virtuous

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check Your Knowledge

      1. What does the ghost ask Hamlet to do?

      2. What is the question Hamlet must answer at the end of part one?

3. Claudius uses people like pawns in a chess game. Who does he use, and for what purpose?

4. How was Claudius killed by his own treachery?

b. Expand Your Knowledge

1. "Poison" is used in both the literal and figurative sense in Hamlet. Explain.

2. How does Shakespeare use coincidence to resolve the tragedy?

3. Discuss the effectiveness of the visual presentation of the character of Hamlet, particularly through costume?

4. What chance does Hamlet have to avenge the murder of his father? Why doesn't he do so?

5. Why is Hamlet's death a necessity?

6. How would the intellectually varied audience of Shakespeare's time have reacted to Hamlet?

c. Oral Language Activites

1. Paraphrase the conversation between the ghost and Hamlet or between Hamlet and Ophelia.

2. Stage the "Murder of Gonzago" with King Claudius as an observer.

d. Language Study

Skill: Modernizing Shakespeare's Language

Directions: Using the words listed below, construct a Shakespearean dialogue.

1. hath - has
2. hast - had
3. wouldst - would
4. couldst - could
5. shouldst - should
6. knowest - know
7. meanest - mean
8. speakest - speak
9. doth - does
10. dost - did
11. hie - hurry
12. ope - open
13. ay/aye - yes
14. art - are
15. thou - you (subject)
16. thee - you (object)
17. thy/thine (you possessive)
18. prithee - pray thee, please
19. anon - soon, in a little while
20. withal - besides
21. fain - gladly
22. marry - an oath meaning 'by the Virgin Mary'
23. beseech - request
24. sirrah - a scornful means of address to a man

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Construct a letter to Horatio from Hamlet after his conversation with the ghost.

   b. Explain Hamlet's dilemma after his confrontation with the ghost. What has he been asked to do? What decision has he been asked to make?

   c. Relate the various elements of <u>Hamlet</u> that qualify it for (a) a ghost story; (b) a detective story; (c) a revenge story.

2. The Real World

   a. In an essay, explain a situation in which entrapment would be justified. Research periodicals on drug cases, bribery, etc.

   b. Have you ever wanted to "get back" at someone who wronged you in some way? Recall the time when you sought revenge. Write an essay that recalls the reasons for your actions and whether or not you feel the person you took revenge on realized that you retaliated. Discuss personal experience or consequences related to the revenge. In what other ways can desire for revenge be satisfied?

Title: HAMLET -- THE READINESS IS ALL -- LESSON 4

Catalog No. 7439 Running Time - 30 minutes Year Produced - 1959

1. Synopsis: Hamlet is presented as a story which reveals some problems of a young man growing up -- the discovery of the presence of evil, the problem of separating reality from wishes, and the problem of contamination. From the Humanities Series.

Suggested Courses: English Literature, Shakespeare, Drama

Application to Other Subject Areas: Psychology, Sociology

2. Previewing Activities Led by the Teacher

a. Cue - Discussion of key concept(s)

1. Introduce film's references to the Bible and mythology: Niobe, Hercules, Adam, the serpent.

2. Place the following on the board. Ask students to interpret the lines before and after viewing the film.

a. "Get thee to a nunnery"
b. "Rose-colored glasses"
c. "That this too, too solid flesh would melt"
d. "Frailty thy name is woman"
e. "The lady doth protest too much"
f. "What a piece of work is man"

3. Define pun and discuss examples from film and usage: kin/kind, son/sun.

4. Discuss the theme of illusion versus reality. (The play as an illusion.)

b. Vocabulary (presented within a specific context)

dexterity	gorge
disillusionment	kith/kin
disposition	paragon
dexterity	rank
foul	visage
frailty	wanton

3. Show the Film

4. **Postviewing Activities Performed by the Students**

a. Check your knowledge

1. What does Hamlet see as his mission?

2. What events or actions of other characters cause Hamlet's disillusionment?

3. Give an example of a character's actions which seem real but, upon Hamlet's scrutiny, are false.

4. Cite three immoral acts that Hamlet commits.

5. Recall two of the four problems the play presents.

6. Explain the puns discussed in the cues.

b. Expand your knowledge

1. How does Hamlet's view of the world change? How is this change reflected in his actions?

2. Frequently, an author presents his view of the world through a character. What can we learn about Shakespeare's view of the world by what Hamlet says?

3. Every move Hamlet makes is irrevocable; he does not allow himself a path of escape. What steps lead to this point of no return?

4. Hamlet is Prince of Denmark. Which of his character traits distinguish him as both a nobleman and a noble man?

5. Explain how the image of the graveyard reflects a major theme of the play.

c. Oral Language Activities

1. Role play an updated version of Ophelia and Hamlet's breakup. Modernize the "tokens" Ophelia returns, his feelings toward her, and his final command.

2. From the point of view of Rosencrantz or Guildenstern, deliver to Claudius an undercover report of Hamlet's puzzling actions.

d. Language Study

Skill: Contextual Meanings

Directions: Using the list of words below, construct three to five sentences illustrating the different ways in which the meaning of these words varies depending on the context.

Models: The batter was out on the third strike.
How does my idea strike you?
Don't strike the match in this room!

1. rank	4. mad	7. kind
2. foul	5. common	8. play
3. wanton	6. fast	9. base
		10. report

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Compose an epitaph for Hamlet.

   b. Write an essay that explains how Hamlet's conflicts, internal and external, result in the final tragedy.

   c. Hamlet accuses Ophelia of having two faces. Prepare an oral and then a written response to each of the following questions: Which character(s) present two faces to the audience? Which is the mask and which is the real character? What is the character hiding?

2. The Real World

   a. Find the definition of "disillusionment." Like Hamlet, many of us become disillusioned with some aspect of life. Write an explanation of a situation or person that caused you to feel disillusioned. Include your feelings before and after your disappointment.

   b. Hamlet's world was filled with evil people, and he became infected by evil. Is evil inherent in the individual, or is it learned? Write two or three paragraphs to answer this question. Include a defense of your answer.

Title: PYGMALION

Catalog No. 1357 Running Time - 18 minutes Year Produced - 1962

1. Synopsis: An excerpt from the 1938 feature Pygmalion based on George Bernard Shaw's play about the transformation in speech, dress and manners of Eliza Doolittle, the Cockney flower girl.

   Suggested Courses: Modern Literature, English Literature, World Literature, Drama

   Application to Other Subject Areas: Speech, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)
      1. How many of you are from different parts of the country? Where were you born? Has anyone ever noted your accent? How?

      2. How many of you can tell when a person is from another part of the country? Explain.

      3. Language can be a status symbol. Why does the way you speak influence what others think of you?

      4. Relate the myth of Pygmalion and Galatea. (See also: Frankenstein and One Touch of Venus, the film.)

   b. Vocabulary (presented within a specific context)

bloke	parasite
brogue	pence
chameleon	phonetics
common	pound
copper	row
crown	Sanskrit
dialect	saucy
etiquette	shilling
genteel	sniveling
	tuppence

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. What was Higgins' extraordinary skill?

      2. Why didn't Eliza recognize what Higgins recorded on his note pad?

      3. What do we find out about Eliza's background through dialogue?

4. What is Eliza's goal as she hires Professor Higgins for speech lessons?

5. How do Eliza's goals change as her speech becomes more refined?

6. What is Professor Higgins' attitude toward his "experiment"? How might his attitude change as she becomes his ideal "lady"?

b. Expand your knowledge

1. Why does Eliza think it's worth her hard-earned money to improve her speech? What does she think she will gain?

2. A chameleon can change its appearance to blend with its surroundings, but it can also change back to its original form. How is Eliza similar and dissimilar to a chameleon?

3. Does Professor Higgins have a responsibility to Eliza once he has transformed her? Explain.

4. What does it mean to be a "lady" in language, dress, etiquette? In the play? Today?

5. In your opinion, should Professor Higgins have undertaken his experiment? Justify your response.

c. Oral Language Activities

1. Debate: Resolved: Etiquette is an important (unimportant) element in relating to people.

2. Pretend you are a reporter from the London Times. Interview Eliza on her return from the ball or pretend you are Professor Higgins' housekeeper and interview Eliza.

d. Language Study

Skill: Sentence Combining

Directions: Combine the following sentences in two ways using appositives.

Model: Henry Higgins is a professor of phonetics. Henry Higgins lives in London.

a. Henry Higgins, a professor of phonetics, lives in London.
b. A professor of phonetics, Henry Higgins, lives in London.

a. Professor Higgins meets Eliza Doolittle. She is a flower girl.
b. Colonel Pickering is an expert in Sanskrit. Sanskrit is an ancient language.

Directions: Create five additional sentences using appositives. If possible relate your sentences to the story.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write an expository paragraph that discusses the conflicts (internal and external) that might develop between Eliza and Higgins.

   b. Write two to three paragraphs to discuss George Bernard Shaw's attitude toward social class distinctions (speech, dress, manners). Include a brief discussion of whether he seems to approve or disapprove of these social divisions.

   c. What kinds of humor do you see in Pygmalion?

2. The Real World

   a. Write a letter to a friend who will be coming to visit you from another part of the country. Explain what he/she should wear and what key words and phrases to be used to be a part of your group.

   b. Like scientists everywhere, Professor Higgins has to deal with the consequences of his "experiment." In an essay, discuss to what extent you think a scientist is or should be responsible for the well being of his subject(s). (Consider mechanical organ transplants, animal-human transplants, animal experimentation, suspended animation, etc.)

The Novel

TOPICS TO CONSIDER WHEN INTRODUCING FILMS BASED ON THE NOVEL

The following topics should be considered when introducing films based on the novel:

Definition

- o Fictitious prose that portrays realistic characters and natural actions in a plot.
- o Wide assortment of works including:
  imaginative and fanciful tales having little relation to real life,
  slightly fictionalized biographies approaching historical fact,
  literature illustrating historical, social, or psychological truths.

Plot

- o A whole sequence of incidents leading to an important climax usually near the end of the book.
- o Involves conflicts and includes events of major interest.

Characterization

- o Characters are emphasized to give significance to major events.
- o Characters provide insights into human behavior.

Settings

- o Periods of historical time.
- o Variety of places.

Theme

- o Historical, believable pictures of the period, events, and people that give the viewer a reliable and satisfying insight into the way people lived.
- o Modern topical problems with insights into those aspects of life that are investigated.
- o Content of general and abiding interest.

Mood

- o Vivid, realistic pictures of the life and manner of the setting.
- o Wide range of atmospheres.

Style and Technique

- o Informative narrative with specific content.
- o Provocative topics included to arouse interest.
- o Suspense created and maintained effectively through the entire length of the prose composition.

Title: Authority and Rebellion (from The Caine Mutiny)

Catalog No. 71409 Running Time - 28 minutes Year Produced - 1973

1. Synopsis: Using excerpts from the full length film, The Caine Mutiny, the film depicts the struggle between ill-used authority and rebellious spirit. The viewer sees the eventual takeover of the Caine as Captain Queeg's ability diminishes.

   Suggested Courses: American Literature, English Literature, American History, Psychology

   Application to Other Subject Areas: Study of civil disobedience in history and psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss the concept of law and justice. Under what circumstances is a law unjust?

      2. How can efficiency get in the way of common sense? For example, in an emergency call, a paramedic asks several routine questions while the patient's condition worsens and death ensues. Relate other similar situations.

      3. One must accept responsibility for one's actions even in instances of civil disobedience. Discuss examples of civil disobedience (draft dodging, protest marches and demonstrations, refusal to pay taxes for protest reasons) and possible consequences of these acts. What are some alternatives to acts of civil disobedience? What are possible consequences of the alternative actions?

   b. Vocabulary (presented within a specific context)

      acute paranoia
      constructive loyalty
      endearing
      fixation
      morale
      mutiny
      rebellion
      status quo

3. Show the film

4. Postviewing Activities Peformed by the Students

a. Check your knowledge

Directions: Determine whether each statement is True or False and add a sentence or two to give support to the answer.

1. Willie Keith respected authority.

2. Keefer first suggested Queeg's paranoia.

3. Mr. Keith did not welcome a change in command.

4. Captain Queeg believed in running the U.S.S. Caine "by the book."

5. The middle-of-the-night meeting was called because of a missing quart of strawberries.

6. The minesweeper U.S.S. Caine was one of the most romantic ships in the U.S. Navy.

b. Expand your knowledge

1. List the immediate changes Captain Queeg instituted when he took over command of the U.S.S. Caine.

2. How can Captain Queeg's behavior be justified in light of the conditions that he found on the ship?

3. Why must authority be tempered with proper use? What advice could you have given to Captain Queeg about instituting his changes?

c. Oral Language Activities

1. List and discuss proper and improper uses of authority at school, at home, at work? Expand to discuss the use and misuse of authority in the larger community (city, state, nation, etc.).

2. Interview the helmsman (sailor) on the bridge who witnessed Meryk's relieving the captain's command.

3. Prepare a speech that addresses the following question: "Who is responsible for conditions that make mutiny necessary?" Cite examples from history and discuss personalities who made an attempt to change "the conditions," e.g., Susan B. Anthony, Martin Luther King, Ghandi, etc.

c. Language Study

Skill: Vocabulary Development

Directions: Define each vocabulary word within the context of the film.

Skill: Sentence Sense

Directions: Rewrite or paraphrase the following sentence in as many ways as possible so that the intended meaning is retained: "Your best is a maximum of inefficiency." (Captain Queeg)

Skill: Parts of Speech

Directions: Write at least five adjectives to describe each of the following: Captain Queeg, Keefer, U.S.S. Caine, Willie Keith.

e. Composition (select one writing task from Section 1 and one writing task form Section 2.)

1. The World of the Story

a. Write three separate entries in the ship's log to describe Captain Queeg's progressively erratic behavior.

b. Write an interview that a reporter could have written after talking with Keefer when the ship docked.

2. The Real World

a. Select a situation from the present or the recent past in which civil disobedience was used to bring attention to a problem. Write a composition in which you agree or disagree with the actions taken. Support your opinion. What alternative actions could have been taken?

b. Captain Queeg defends his behavior by saying, "It isn't easy making decisions." Write a narrative paragraph that tells about a time when you were faced with a difficult decision.

Title: ISLANDS IN THE STREAM

Catalog No. 8013 Running Time - 36 minutes Year Produced - 1977

1. Synopsis: Edited from the feature film starring George C. Scott and based on Ernest Hemingway's posthumous novel, this story deals with the love between father and children, their happiness together and the loneliness of their parting. It stresses the philosophy that loneliness is only a state we go through, separating periods of joy and togetherness.

   Suggested Courses: American Literature, Social Studies, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss with students the fact that often a person can try to accomplish a task beyond strength and endurance and still not succeed. Note how athletes train for the Olympics and other competitive sports and still do not qualify.

      2. Locate the Bahamas on a map.

      3. Note that the film is an autobiographical novel that took place prior to World War II. Hemingway is concerned with what is happening in Europe even though Papa is living in the Bahamas. How does this information help focus the story to a specific time period?

   b. Vocabulary (presented within a specific context)

      alienation
      isolation
      refugees
      remote
      sounding

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      Directions: Mark the following statements as True or False and add a sentence or two to give support to the answer.

      1. The father admits to still loving his first wife.

      2. Davey and Tom have the same mother.

      3. The marlin is finally subdued and brought aboard the boat.

      4. Tom, the oldest son, wants to join the RAF.

b. Expand your knowledge

1. Compare and contrast each boy's memories of living with his father.

2. Examine the reasons an artist would choose to live and work in the Bahamas. Describe the environment that would make it a creative place to work.

3. Differentiate between Davey's feelings of alienation and his brother's and father's feelings of alienation.

c. Oral Language Activities

1. Create a dialogue between Papa and Eddy as they discuss Eddy's visit.

2. Write and present a monologue in which Davey describes to his mother the battle with the marlin.

3. Research and prepare an oral report on Hemingway's participation in the Spanish Civil War.

d. Language Study

Skill: Vocabulary Development

Directions: Define the vocabulary words and write sentences in which the words are used within the context of the story.

Skill: Words in Context

Directions: Each of the words listed below has more than one meaning. Define each word within the context of sports.

basket	goal
dribble	love
birdie	driver
tackle	lure
serve	official

Skill: Capitalization/Punctuation

Directions: Rewrite each sentence below with correct capitalization and punctuation.

1. the feature film version of islands in the stream starred the noted actor george c. scott

2. the film took place prior to world war ii in europe and the bahamas

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write an essay to contrast the memories and feelings of the two youngest boys with Tom's feelings and memories. Include a discussion of what you think accounts for the differences.

   b. Write a paragraph to describe the island or the fishing trip.

   c. Write a letter that Davey would have written to his father upon Davey's return to school.

2. The Real World

   a. Write about a time when you tried to accomplish a difficult task and did not succeed. Describe how that event affected your life and future attempts at challenging tasks.

   b. Write about a time when you felt alienated and lonely. Explain the circumstances of these feelings. Describe how you overcame the feeling.

   c. Write a paragraph pointing out the details that indicate the story took place just prior to World War II.

Title: MY MOTHER WAS NEVER A KID (Grades 7-9)

Catalog No. 7443 Running Time 30 minutes Year Produced 1983

1. Synopsis: Thirteen-year-old Victoria Martin has a teacher who "can't take a joke," a mother who "just hates me," and a series of misadventures which lead her to the question, "How do I get myself into these things?" The answer comes only after an eye-opening adventure back in time to the year 1944. Victoria meets a girl named Cici and discovers she is in her grandmother's house and that Cici is really her own mother. As the two girls get themselves into a "heap" of trouble, Victoria sees her mother in a whole new light. On her joyous return to modern time, Victoria recognizes that parents are people too. The film is based on the novel Hanging Out With Cici by Francine Pascal.

   Suggested Courses: 9th grade English, Social Studies, Psychology

2. **Previewing Activities Led by the Teacher**

   a. Cue - Discussion of key concept(s)

      1. Brainstorm stories that students' parents have told them about their childhood, i.e., school days, pranks, clothing styles, etc.

      2. If you could return to an earlier time, what would it be? Why would this time appeal to you?

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check your knowledge

      1. What event causes Victoria to get in trouble at school?

      2. Why does Victoria run away?

      3. What does Victoria find when she awakens after bumping her head?

      4. What does Victoria find when she opens the secret drawer of her mother's desk?

      5. During what time period does the flashback occur?

   b. Expand your knowledge

      1. Compare and/or contrast the lifestyles of the 40's and the 80's.

      2. Choose a time in history you would like to visit and describe what you would see. Explain why this period of time was chosen.

3. Explain the theme of the story.

4. What is meant by "generation gap"? What happens in the story to close the generation gap?

c. Oral Language Activities

1. Give an oral presentation on current fads and fashions. Use friends as live models and pictures from newspapers and current magazines.

2. Prepare a speech that Victoria might have made to Cici to convince her not to go out with the undesirable young man.

d. Language Study

Skill: Vocabulary Today and Yesterday

Directions: Prepare a dictionary of teenage expressions used in the film and provide counterparts in today's current usage.

Skill: Sentence Combining

Directions: Combine each group of sentences to make one complete sentence.

1. Victoria Martin takes a trip to the past. She ventures back to the year 1944. Victoria Martin gets herself in as much trouble in the past as she does in the present.
2. Victoria meets a girl named Cici. Cici is in Victoria's grandmother's house. Cici is Victoria's mother.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Write a description of Cici's actions that surprise Victoria.

b. On the basis of what you saw in the movie, write an essay to respond to the statement: "Discipline is not punishment. Discipline is proof you care."

2. The Real World

a. On the basis of your personal experience, write an essay to respond to the statment, "Children naturally want to be like their parents and do what they do." (William Cobbett)

b. Write about an incident your parents have told you about from their childhood. Pretend that you are your parent and use the first-person narrative style.

Title: RODEO RED AND THE RUNAWAY

Catalog No. 7266 Running Time 33 minutes Year Produced 1978

1. **Synopsis:** Actress Geraldine Fitzgerald portrays Ella, a strong-willed prairie woman in this film, adapted from Shelter From the Wind by Marion Dane Bauer. A young girl who refuses to accept her stepmother runs away from home. She meets "Big Red," a former rodeo horse, who becomes her companion and is owned by Ella. What she learns from Ella enables her to return to her family, newly aware of the understanding needed in human relationships.

   Suggested Courses: English, Psychology, courses aimed at helping students acquire independence.

2. **Previewing Activities Led by the Teacher**

   a. Cue - Discussion of key concept(s)

      1. Discuss with students the problems created when children run away. What effect does this have on the child's family and friends?

      2. Ask students to name television programs, books or movies that focus on runaways. How did the medium present the runaway problem. What solutions, if any, were offered?

   b. Vocabulary (presented within a specific context)

      boards (theater term)
      coddle
      meander
      quarantine
      symptoms

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check your knowledge

      1. Who was Ella? What do you recall about her personal life?

      2. What was Rodeo Red's former occupation?

      3. What were the major concerns of the veterinarians? Why?

      4. How did Ella feel about Stacy's home situation?

      5. Describe Stacy's stepmother.

b. Expand your knowledge

1. In your opinion, is it ever appropriate to be selfish? If so, under what circumstances?

2. Compare and contrast Ella's handling of Stacy at the beginning and at the end of their relationship.

3. Analyze the father's difficulty in allowing Stacy to remain with Ella.

4. How is running away often romanticized and not handled realistically?

c. Oral Language Activities

1. Prepare a statement to defend Stacy's behavior toward her stepmother. Include the justification, if any, that she had for exhibiting such behavior.

2. Prepare a dialogue between Stacy and another character in which Stacy reveals the true motives for her actions and in which the other character responds empathetically.

d. Language Study

Skill: Sentence Combining

Directions: Combine each group of sentences below into one sentence.

1. Rodeo Red was a former rodeo horse. Rodeo Red showed symptoms of swamp fever. Ella knew of Rodeo Red's illness.

2. Rodeo Red liked to meander all over the prairie. Rodeo Red became ill. Rodeo Red's activities would have to be restricted.

3. Swamp fever created concern for the animals. The fever could necessitate a quarantine. The quarantine would affect the farmers and ranchers.

Skill: Vocabulary

Directions: Define each vocabulary word from the film that appears in the sentences above.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Describe the similarities in Stacy's behavior as she reacted to her stepmother and to the shooting of the horse.

b. Write the letter that Barbara wrote to Stacy when she was at Ella's.

2. The Real World

a. Ella's prairie wisdom was summarized when she said, "Lose something, gain something." Write about something that you lost and as a result of the loss gained something of greater value than that which was lost.

b. What did you see about ranch life that looked romantic and desirable? Describe in an essay those aspects of ranch life that you would enjoy and also those aspects of ranch life that you would not find enjoyable.

Title: A SEPARATE PEACE

Catalog No. 8031 Running Time - 45 minutes Year Produced - 1979

1. Synopsis: This film presents the story of two young men, their friendship, and the eventual betrayal of one by the other. Gene and Finny are roommates at prep school at the beginning of World War II. In a moment of jealousy and anger, Gene betrays his friend and causes an accident that leaves Finny crippled. The story focuses on how Gene must come to terms with his inner self and repercussions of his action.

   (This film should be shown after reading the novel or an appropriate summary.)

   Suggested Courses: American Literature, Social Studies, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss the use of the flashback technique in films. What is its purpose? How is the viewer made aware when the flashback begins.

      2. Discuss point of view and its effect on the viewer's opinion.

      3. Discuss rivalry and competition in society. What role do they play in our personal relationships. How does rivalry affect friendship at home? at school?

      4. In what ways can competition be considered healthy?

   b. Vocabulary (presented within a specific context)

Film Terms	Extension Vocabulary
allusion	ambivalence
flashback	motivation
narrator	obsession
symbol	responsibility
	rivalry

3. Show the Film

4. **Postviewing Activities Performed by the Students**

a. Check your knowledge

1. How much time has elapsed since Gene left Devon?

2. In what ways do Gene and Finny become rivals?

3. What kind of rules were there for blitzball?

4. Why doesn't Finny want to repeat his record-setting pole vault?

5. List and describe each major character in the film.

b. Expand your knowledge

1. Analyze the role that Brinker plays in organizing the trial. What does this have to do with establishing Gene's guilt?

2. Compare/contrast private school life as shown in the film with your own high school life.

3. Reflect on Gene's words, "I guess nothing really endures. Not a tree -- not love -- not even a death by violence." How do you relate to these words personally?

c. Oral Language Activities

1. Panel discussion: Because rivalry and competition play such an important part in growing up, schools in this country have developed sophisticated sports programs. Refute or defend this idea using your school as an example.

2. Work in pairs to review the major events of the film. List the events in sequence. Working with a partner, select one of the events to pantomime. Present the pantomime to the class. The students should be able to identify the event that you presented.

d. Language Study

Skill: <u>Vocabulary Development</u>

Directions: Define each of the film vocabulary words. Describe how the film illustrates the use of each word. How does the film illustrate the meaning of each extension vocabulary word?

Skill: <u>Sentence Combining</u>

Directions: Combine each group of sentences below into one sentence.

1. The story is set in the 1940's. The story focuses on Gene and Finny. Gene and Finny are roommates at prep school.

2. Gene betrays his friend. His friend was Finny. Gene caused the accident. The accident cripples Finny.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write an essay that illustrates life in the 40's as detailed in the film. Use as much descriptive language as possible.

   b. Write an essay that contrasts the personality traits of Gene and Finny.

   c. Consider the statement: "You and me, we've made a separate peace." Analyze who made a separate peace in this film and describe it.

   d. Write a paragraph that contrasts the appearance of the tree in the opening scene with how it appeared when Gene and Finny jumped from it.

2. The Real World

   a. Describe a game you created and played, perhaps making up the rules spontaneously.

   b. The world of sports is highly competitive. If you have a favorite sports figure, write a paragraph telling what you know about that person's attitudes on competition and winning.

   c. In addition to sports, competitiveness occurs in other areas of life. Choose a favorite personality from music, film, theatre, literature or another area and write a paragraph about their competitive spirit. What "winning" qualities do they possess? How do they handle defeat?

Title: TEX (Edited Version)

Catalog No. 7457 Running Time - 26 minutes Year Produced - 1982

1. Synopsis: The film depicts the many dilemmas Tex, a fifteen-year-old boy, faces on his way to adulthood. This edited version includes the incidents about selling the horses, the school prank, the escapade with the drug dealer, and the scholarship application Tex puts in for his brother Mason. The film is adapted from the popular adolescent novel Tex by S. E. Hinton.

   Suggested Courses: Various English classes, family life classes, single survival classes.

2. Previewing Activities Led by the Teachers

   a. Cue - Discussion of key concept(s)

      1. Are members of a family responsible to and for one another?
      2. Discuss with students how they feel when items of great personal value are lost, stolen, or sold.
      3. Brainstorm various mischievious pranks that students have done at school which did or did not get them in trouble.

   b. Vocabulary
      The vocabulary used in Tex is familiar to the adolescent viewer and does not require introduction.

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      Directions: Answer whether the statement is True or False and add a sentence or two to give support to the answer.

      1. Pop was a rodeo rider.

      2. Mason applied for the scholarship to Indiana University.

      3. Johnny's father did not approve of his son's friendship with Tex.

      4. The little girl, the new owner of the horse, was sympathetic to Tex.

      5. Tex was an attentive student in school.

      6. Mason acted as head of the household.

b. Expand your knowledge

1. Give examples from the film to support the following statements:
   a. Tex is a "dreamer."
   b. Mason is the more realistic of the two boys.
   c. Pop is a "drifter."

2. Analyzing Tex as a manipulator of people and their emotions. Cite examples from the film showing Tex's ability to manipulate Pop, Mason, and the vice principal.

c. Oral Language Activities

1. Prepare and give an oral report on teenage marriages. Include appropriate statistics and data.

2. Prepare a telephone conversation between the Bixby newspaper reporter and the high school vice principal detailing important information about the student who has just been shot and admitted to the hospital. Consider the type of information that should and should not be revealed to a reporter.

d. Language Study

Skill: <u>Sentence Structure</u>

Directions: On the board, brainstorm the major events of the plot of <u>Tex</u>. (Example: Mason sells Tex's horse, Pop returns, Tex gets involved in a "dope ring.")

Divide the list into three parts: introductory material, body of work, and conclusion. Note that these correspond to the three divisions of a novel's structure.

Write the items from each list in sentence form. Prepare a final summary of each of the three major parts.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write an essay to contrast Tex and Mason and the manner in which each handles anger, disappointment, and responsibility.

   b. Write a brief (i.e., fifty-word) synopsis of "Tex" that might appear in TV Guide.

2. The Real World

   a. Write a narrative essay about a major disappointment you have had. How did you react to it?

   b. Write an expository essay about your responsibilities to your family.

Poetry

TOPICS TO CONSIDER WHEN INTRODUCING FILMS BASED ON POETRY

The following topics should be considered when introducing films based on poetry.

Definition

- Enjoyable crystallization of experience in musical words
- Personal communication of human thought and feeling through sensory images and emotional response

Satisfactions

- Rhythm
  - Man's response to a measured beat
- Rhyme and auditory response
  - Sounds and arrangements of words
  - Language patterns of lines
- Visual imagery
  - Pictures painted with words
  - Perception of the beauty of the commonplace
  - Vivid, fresh pictures
- Imagery of the other senses
  - Stimulation of rich responses of touch, taste, smell
- Heightened emotional response
  - Increased sensitivity to an idea or mood (sadness, remorse, gaiety, exhilaration, anticipation, quiet wonder, excitement, impending danger).
- Enjoyment of the story element in poetry
  - Mystery
  - Romance
  - Conflict
  - Adventure
  - Humor

Content

- Adventure and accomplishment
  - Historical events
  - Successes of common and great people
  - Frontier achievements of the mind or spirit
  - Statements of ideals
- Everyday happenings
  - Recall of a familiar experience in a fresh and meaningful way
- Weather and the seasons
  - Descriptions of the loveliness of the revolving seasons
  - Wonder and beauty of effective contrasts

- Humor
  - Nonsense rhymes
  - Amazing animal creatures
  - Descriptions of funny, eccentric characters
  - Amusing situations

- Fantasy
  - Magical and mysterious happenings
  - Imaginative persons and places
  - Other creatures, neither animal nor human

- Personal Relationships
  - Growth of abilities
  - Feelings of accomplishment
  - Innate desire of person to retain individuality
  - Stability of own personality with world revolving about self
  - Family life
  - Favorite persons, places, things

FORMS

Ballad

- Mankind's earliest poems; originally the literature of all the people
- Short narrative poems that are adapted for singing or give the effect of a song
- Popular ballads that have been handed down from one generation to the next with no known authors
- Literary ballads with known authors
- Stories of heroic deeds, romance, feuds, tragedies

Narrative Verse

- Relates a particular event or episode
- Must tell a story
- Sometimes tells a long tale
- Has no definite form, but may utilize lyrical, descriptive, or free verse

Limerick

- A nonsense form of poetry
- Five line verse with the first and second line rhyming, the third and fourth line agreeing, and the fifth line usually ending in a surprise or humorous statement

Lyrical Verse

- Usually personal or descriptive poetry without any particular length or structure
- Term derived from the word "lyre" and means poetry which sings

Free Verse

- Descriptive prose-poetry
- Does not have to rhyme
- Depends on rhythm or cadence for its poetry form
- May use some rhyme, alliteration, and pattern
- Frequently looks different on a printed page, but it sounds very much like other poetry when read aloud

Title: CHAUCER'S ENGLAND

Catalog No. 7377 Running Time - 30 minutes Year Produced - 1958

1. Synopsis: Follows Chaucer's pilgrims on their way to Canterbury, telling stories as they ride. Shows some background scenery taken in England. Presents a dramatization of the "Pardoner's Tale."

   Suggested Courses: English Literature, Drama, Speech

   Application to other subject areas: History, Storytelling

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Ask students to recall as many ideas as they can about money and greed. For example, students may suggest that "money is the root of all evil" and cite the myth of King Midas.

      2. Introduce The Treasure of Sierra Madre by B. Traven as a story of avarice. Three miners undertake a search for treasure (gold) in Mexico, and their greed becomes their misery and ultimate downfall.

      3. Suggest Charles Dickens' story, Oliver Twist, and the gang of thieves led by Fagin. Ask students if the concept of trust exists among thieves. Discuss: "There's no honor among thieves."

      4. Read aloud several fables from Aesop and state the moral of each.

   b. Vocabulary (presented within a specific context)

apothecary	extravagance	relics
avarice	florins	repent
britches	frenzy	salvation
campaign	hypocrite	shrine
chivalry	knight	slay
corpse	oath	summit
cross-section	pardon	treacherous
edify	pilgrimage	zephyrs
		zodiac

4. Postviewing Activities Performed by Students

   a. Check Your Knowledge

      1. Because of their avarice, the gamblers tried to cheat each other. In the sentence another word for **avarice** is:

         a. desire b. greed c. revenge

2. Who leads the gamblers to the treasure? What do the gamblers actually find?

3. Who wrote The Canterbury Tales and how many people were on the pilgrimage?

4. Chaucer wrote his stories in:

   a. Old English b. Middle English c. Modern English

b. Expand Your Knowledge

1. Explain the Pardoner's motive for telling the story of the three gamblers to the pilgrims.

2. Analyze the following and infer what the author means:

   "...While you play this game
   I'll run him through the ribs.
   You do the same with your dagger there,
   and then this gold shall be divided,
   dear friend, between you and me.
   Then all that we desire we can fulfill,
   And both of us can roll the dice at will."

3. You are a modern-day storyteller. Select several people about whom you could tell a story because they are representative of our culture.

4. Chaucer was effective because he wrote about people he knew well, e.g., farmers, knights, monks. Compare other authors you know who were or are successful because of writing about people they knew or know well.

c. Oral Language Activities

1. Write two modern moral tales using two characters from The Canterbury Tales, i.e., soldier, nun, farmer, merchant, doctor, factory worker, student, lawyer. Be prepared to read your work to the class.

2. Write a five-minute scene between the apothecary and the gambler in which poison is purchased. (To the teacher: Assign parts and have students read aloud to the class.)

d. Language Study

Skill: Parts of speech

Directions: Referring to your impressions of each of the following characters (nouns), write words which could describe them (adjectives), and words which could describe their actions (adverbs):

Characters (noun)	Description of Character (adjective)	Describe Actions of Characters (adverb)
three gamblers	_____	_____
the beggar	_____	_____
the apothecary	_____	_____
the pardoner	_____	_____

Skill: Sentence-combining

Directions: Combine the three short repetitive sentences into one sentence.

1. The three gamblers met the beggar. The beggar was frightened by them. The beggar told them where the treasure was hidden.

2. The pardoner took money from pilgrims. The pardoner forgave sins. He forgave sins in return for payment.

Skill: Punctuation and Capitalization

Directions: Write the following sentences with correct capitalization and punctuation:

1. the pilgrims stopped on their journey to canterbury to rest eat and listen to the pardoners tale

2. geoffrey chaucer was born around 1340 and wrote the canterbury tales which are regarded as classics in literature

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. In several, well-written paragraphs, create a new ending with a different moral for "The Pardoner's Tale."

b. Modernize "The Pardoner's Tale." Be sure to update the characters and language.

2. The Real World

   a. Describe some modern pilgrims, their journeys, and their "mecca."

   b. Research and prepare a report that explains how storytelling evolved from itinerant storytellers such as Chaucer, to today's television or theater dramas.

Title: HAIKU - SHORT STORY OF JAPAN

Catalog No. 7446 Running Time - 28 minutes Year Produced - 1981

1. Synopsis: Haiku is a poetry form consisting of 17 syllables and generally containing two thoughts with an implied connection. It has been called a way of using words so perfectly that "a moment is taken out of time and held forever." In the film, the journeys of Basho, the 17th Century master of the form, are recreated. Contemporary Japanese are shown in their competitive groups, or Kukai, where higher degrees of competency in haiku writing are slowly achieved. And, one after another, examples are given of newly-created as well as traditional, well-loved haiku.

   Suggested Courses: Poetry

   Application to Other Subject Areas: Photography, Art, Cultural Anthropology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

   1. Ask students to remain in one place and list and describe 20 interesting items they see. (According to the film, "If you write about what you see, you'll have 10 or 20 poems without moving from where you are.")

   2. Select a picture, the concept of which may be seen at a glance. Show the picture to the class for a few seconds and then ask students to record what they have seen. A sampling of students should share their impressions with the class. Show the picture again and ask the students to compare their recorded impressions with the visual image.

   b. Vocabulary (presented within a specific context)

competitive	kilometer	simplicity
criticize	legacy	sonnet
epigram	microcosm	syllables
eternity	nature	temple
fundamental	persimmon	timelessness
haiku	poem	withered
interval		

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. How many syllables are in a Japanese haiku poem? Thoughts?

2. How many and which seasons comprise the Japanese calendar?

3. In which centuries did haiku begin and reach its highest level? Who was the 17th Century master of the haiku form?

4. Cite subjects which the filmmaker used in examples of haiku.

5. According to the film, how many Japanese read and write haiku?

b. Expand Your Knowledge

1. Explain in what ways a trip to a natural setting helps to prepare one's mind to write haiku? Do you believe it is possible for an urban poet to write good haiku? Why?

2. Explain how the following haiku fits the classic definition of a good haiku:

I stood and chanted
at the site of cherry blossoms
Falling at always the right interval

3. Compare and contrast haiku with epigram and sonnet.

4. Explain how haiku is similar to other art forms such as photograhy, painting, dancing, sculpture, architecture, and drawing.

c. Oral Language Activities

1. To the teacher: Show the class an abstract picture and have students discuss various interpretations of the picture.

2. To the teacher: Have each student bring to class an example of a haiku and read it aloud to the class in one breath. Remind students that an authentic haiku must be spoken in one breath.

d. Language Study

Skill: <u>Parts of speech, nouns and verbs</u>

Directions: List subjects (nouns) which could be used for haiku, and three words which could describe each noun (adjectives):

Example: Blackboard - solid, square, blank

Skill: Sentence sense, structure through models

Directions: According to the film, good haiku contains two thoughts with an implicit connection. For each of the following, name the two thoughts and the implied connection.

A WARNING

Little sparrow! Take care!
Get out of the way! -- Mr. Horse
is coming there!

CHERRY BLOSSOM

I stood and chanted
at the site of cherry blossoms
Falling at always the right interval

Skill: Affixing prefixes and suffixes

Directions: Add approrpriate prefixes and suffixes to the following underlined words:

1. Many Japanese people believe that a student need years of study to understand haiku in its highest form.

2. Despite careful thinking, one poet was able to explain how he derive his ideas for haiku. He only said he focus on subjects when his dreams wander.

Skill: Punctuation and capitalization

Directions: Rewrite the following sentences with correct capitalization and punctuation:

1. basho was the seventeenth century master of the haiku form of poetry in japan

2. trips to natural settings including sequoia national park the great salt lake in utal and the grand canyon may help one to write haiku

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. In a paragraph, appraise the contributions of the poet who wrote over 4,000 haiku in one day and the poet who wrote one dozen in a lifetime. Do you think that a lifetime commitment to writing poetry is worthwhile? Support your opinion.

   b. Based on the data in the film, write a paragraph to explain whether you think poetry is more important in Japan than in America. What accounts for the relative importance of poetry in each country?

2. The Real World

   a. After watching the film, summarize your impression of the Japanese culture. How important is the Japanese concept of inner beauty and peace in the writing of haiku?

   b. Select an urban setting. Write an essay in which you describe the sights, sounds, and smells that can be experienced in that setting. Write a haiku for the same setting.

Title: PAUL REVERE'S RIDE

Catalog No. 4755 Running Time - 10 minutes Year Produced - 1964

1. Synopsis: Gives a reading and visualization of Henry Wadsworth Longfellow's poem, "Paul Revere's Ride." Describes the circumstances surrounding the British march and Revere's ride to clarify the action in the poem.

   Suggested Courses: American Literature, Poetry, American History

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Explain the concept of "poetic license." What historical facts did Longfellow alter in his poem? Explain the difference between a historian and a historical storyteller.

      2. Ask students to determine what kind of personal qualities and family life would motivate a person like Paul Revere to make a dangerous ride to serve his country.

      3. Discuss with students before viewing the film what they know about the CIA, the FBI, and spying. Mention such works as Gorky Park, the James Bond series, The Snow Goose, The French Connection, and The Spy Who Came In From the Cold.

      4. Use additional avenues of introduction: the Morse code signal-sending in wars, etc.

   b. Vocabulary (presented within a specific context)

alarm	musket
belfry	mystic
defiance	peril
fate	phantom
grenadier	somber
impetuous	spectral
mooring	steed

3. Show the Film

4. **Postviewing Activities Performed by the Students**

a. Check Your Knowledge

1. Name as many New England towns as you can recall from the film.

2. Tell what is meant by "one if by land, two if by sea."

3. Who wrote "Paul Revere's Ride"?

4. What was the fate of the colonists at Concord Bridge?

b. Expand Your Knowledge

1. Predict what might have happened to our country if Paul Revere had not made his ride.

2. Using a map of early New England, plot the two possible paths of Paul Revere's ride and explain why he chose the one he did. Do you agree that he made the better choice? Why?

3. Analyze the following lines and infer what the poet means:

"The fate of a nation was riding that night,
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat."

c. Oral Language Activities

1. To the teacher: Divide the class into groups of British soldiers and American colonists. Have each group design a military strategy and share it orally with the class.

2. Select and deliver to the class famous American patriotic speeches, such as Patrick Henry's "Give Me Liberty or Give Me Death."

d. Language Study

Skill: Parts of speech, nouns and verbs

Directions: From the film, list nouns such as **alarm** and **darkness**, that imply danger.

Directions: List as many examples of alliteration as possible. For example,

the hurry of hoofs
a glimmer and a gleam

Skill: Sentence sense, structure through models

Directions: Each of the following quotations from the poem include a **simile.** A simile is a figure of speech in which a comparison between two unlike things is introduced by words such as like or as. Circle the similes:

1. A phantom ship, with each mast and spar
   Across the moon like a prison bar,
   And a huge black hulk, that was magnified
   By its own reflection in the tide.

2. A line of black that bends and floats
   On the rising tide, like a bridge of boats.

Directions: **Personification** is a figure of speech in which a lifeless thing or quality is spoken of as if alive. Identify the personificationin each of the following:

3. That he could hear, like a sentinel's tread,
   The watchful night-wind, as it went
   Creeping along from tent to tent
   And seeming to whisper "All is well!"

4. He saw the gilded weathercock
   Swim in the moonlight as he passed,
   And the meeting house windows, blank and bear,
   Gaze at him with spectral glare...

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. State and discuss the similarities between the subject of this poem and the subject of John Greenleaf Whittier's poem, "Barbara Frietchie." Find another poem about a historical American figure. Write an essay to describe his/her patriotic deed and compare it to Paul Revere's action.

   b. In paragraph form, explain what attitudes, political conditions, or other factors helped to make the farmers a match for the trained British soldiers.

2. The Real World

   a. Select a person you believe is a modern-day patriot. Write an essay describing his/her contributions to America.

   b. Write about at least three patriotic causes that are, in your opinion, worth "riding" for.

   c. Write a journal entry as if you were Paul Revere. Your entry should make reference to your impressions, fears, and final triumph on that one fateful night.

Title: ROBERT FROST'S NEW ENGLAND

Catalog No. 3590 **Running Time** - 22 minutes **Year Produced** - 1975

1. **Synopsis:** In this film, viewers are given a look at the New England of Robert Frost. As they listen to the poems that were inspired by it, they become aware of how deeply rooted are the poems in this countryside. The poet himself is also seen, photographed in his beloved domain.

   Suggested Courses: American Literature, Poetry

   Application to other subject areas: Art, Photography, Sociology

2. **Previewing Activities Led by the Teacher**

   a. Cue - Discussion of key concepts

      1. Have students name some persons who have taken the less traveled roads. What difference has their action made in their lives and ours?

      2. Present to the class a recording of Antonio Vivaldi's "The Seasons," or Ludwig von Beethoven's "Symphony No. 6 (Pastorale)."

      3. Introduce Longfellow's "A Noiseless, Patient Spider," Joyce Kilmer's "Trees," and Whittier's "Snowbound." Discuss the imagery in each.

   b. Vocabulary (presented within a specific context)

amethyst	harrowed
aster	harvested
beguile	retarded
birch	revel
blight	routine
clarification	symbol
descendant	treading
foliage	trodden
grief	weary

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check Your Knowledge

      1. New England's seasonal landscapes comprise most of this film. Choose four lines from Frost's poetry to describe each season: summer, autumn, winter, spring.

      2. Name the four seasons and at least two colors that you find dominating each.

3. Locate New England and the Western States on a map and cite the differences in landscape for the two areas.

4. Describe Frost's appearance.

b. Expand Your Knowledge

1. Explain how the filmmaker separates biographical material on Frost from the poems themselves.

2. Analyze the following excerpt from "Birches" and explain what the passage means to you:

"Earth's the right place for love.
I don't know where it's likely to go better.
I'd like to go by climbing a birch tree,
And climb black branches up a snow-white trunk
Toward heaven, till the tree could bear no more,
But dipped its top and set me down again.
That would be good both going and coming back.
One could do worse than be a swinger of birches."

3. Explain how the filmmaker uses the birth of a calf to illustrate Frost's line, "nothing gold can stay."

4. Explain what Frost means by "education by presence."

c. Oral Language Activities

1. To the teacher: Have each student bring a photograph of someone or something that each considers beautiful. Stress that beauty is subjective and can be found in ordinary circumstances. The students should explain why the subject is beautiful in terms of the statement: "Beauty is in the eye of the beholder."

2. What is a poet laureate? Find ten biographical facts about Robert Frost and read them aloud to the class.

d. Language Study

Skill: <u>Sentence sense, structure through models</u>

Directions: From Frost's poetry, identify the following figures of speech heard in the film. Use the following code:

A = personification
B = alliteration
C = metaphor

____ too fierce from fear
____ (the leaves) threatening under their breath
____ the flowers melt
____ came by the highway hope

Skill: Sentence combining

Directions: Combine the three short repetitive sentences into one sentence.

1. New England is especially beautiful in the fall. Robert Frost wrote about the beauty of New England in the fall. Robert Frost appreciated the beauty of New England.

2. People spend many years at one occupation. Many people wish they had selected different occupations. People often dislike their occupation.

Skill: Affixing prefixes and suffixes

Directions: Add appropriate prefixes and suffixes to the following underlined words:

1. Many people believe that great poets such as Robert Frost are __destiny__ to write outstanding poems.

2. Tourists travel to New England in the fall to see the trees __form__ from summer greens to fall golds.

Skill: Capitalization and Punctuation

Directions: Rewrite the following sentences with correct punctuation and capitalization:

1. robert frost received many awards for his poetry about the beauty of american life.

2. many people throughout the world particularly in america relate to the images of nature which robert frost includes in his poetry.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Assume that your philosophy of life is the same as Robert Frost's and that you "took the road less traveled by." In what ways would you dare to be different?

   b. Robert Frost painted word pictures of the beauty in American life. In paragraph form, describe the American life that he saw. Include quotations from his poetry cited in the film.

2. The Real World

a. Select a person you think has taken "the road less traveled by." In several paragraphs describe how the person "digressed" and the effects of the digression.

b. In composition form, explain whether you believe our current educational system includes enough activities to "educate by presence." Include a description of a learning experience in which you were "educated by presence."

c. In 1961, John F. Kennedy invited Robert Frost to read one of his poems at the inauguration ceremonies. Justify the Kennedy choice and explain whether you think poets should participate in special political events.

Title: SPOON RIVER ANTHOLOGY - BASED ON THE POETRY OF EDGAR LEE MASTERS

Catalog No. 1631 Running Time - 21 minutes Year Produced - 1975

1. Synopsis: Edgar Lee Masters' Spoon River Anthology probed beneath the surface of the small town of the late 1800's. The film visualizes some of the poetry from this famous best seller of half a century ago.

   Suggested Courses: American Literature, Poetry, American History, Cultural Anthropology, Sociology

   Application to other subject areas: Rural living, life chronicles

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Lead a discussion of student backgrounds. Ask who comes from urban or rural areas. Discuss advantages and disadvantages of living in different areas.

      2. Discuss the meaning of "skeletons in the closet," "can't judge a book by its cover," "change the names to protect the innocent," and "better remembered in death than in life."

      3. Discuss small town life in Thornton Wilder's Our Town.

      4. Discuss America's preoccupation with scandal (villainous soap opera characters, sensationalism in tabloid articles).

      5. Discuss the difference between an authorized and an unauthorized biography. Discuss whether unauthorized biographies should be illegal.

   b. Vocabulary (presented within a specific context)

chronicle	judgment
courage	kin
epitaph	mystical
glorify	pathos
honor	pride
industrialism	thwarted
inspire	will

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. What is meant by "the Hill"?

2. Who wrote Spoon River Anthology?

3. Match the following characters with their occupations:

___	Hamilton Green	A	Socialite
___	Richard Bone	B	Photographer
___	Rutherford MacDowell	C	Judge, Congressman
___	Hortense Robbins	D	Gravestone Maker
___	Fiddler Jones	E	Farmer

4. Using data from the film, list the advantages and disadvantages of living in a town like Spoon River.

b. Expand Your Knowledge

1. Evaluate the ways in which the filmmaker separates biographical material on Edgar Lee Masters from the epitaphs themselves?

2. Explain why the people of Spoon River "never forgave Masters" for what he did.

3. React to the following: If you lead an ordinary life, nobody cares.

4. Interpet the gravestone maker's remark that "these individuals are false prodigals of the stone."

c. Oral Language Activities

1. To the teacher: Divide the class into groups. Each group will write anonymous epitaphs for other class members and then read them to the class.

2. Select your favorite epitaph which did not appear in the film (for example, Lucinda Matlock) and read it aloud to the class.

d. Language Study

Skill: Parts of speech, nouns and verbs

Directions: Referring to your impressions from viewing the film, list names of characters (nouns, e.g., Hortense Robbins) and words which could describe them (adjectives, e.g., sophisticated). You may also list words which could describe the way they lived (adverb, e.g., elegantly).

Skill: Sentence Combining

Directions: Combine the sentences below into one sentence:

1. The people of Spoon River had some regrets. The people of Spoon River still wanted to be remembered as uprighteous citizens. Masters described their regrets.

2. People of today like the city life. Most people like the advantages of living in the city. Most people today like the advantages of easily accessible entertainment.

Skill: Punctuation

Directions: Write the sentences below with correct capitalization and punctuation.

1. elsa wertman a german girl traveled to america hoping her special dreams would come true

2. rutherford macdonald was a photographer in spoon river indiana

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write a description of the Spoon River character you most closely identify with. Tell why.

   b. Think about and discuss the following: At what point does a celebrity give up the rights to certain kinds of privacy? In paragraph form, write a summary of your opinions on whether or not an author such as Masters should use real people as the basis for his poem.

2. The Real World

   a. Write a paragraph describing how you would like to be remembered after your death. If Richard Bone could carve on your gravestone your most important contribution to America, what would it be?

   b. Write an essay to tell how your hometown/classroom could be a Spoon River.

Title: VOYAGE OF ODYSSEUS, THE

Catalog No. 7398 Running Time - 27 minutes Year Produced - 1982

1. Snyopsis: The better-known part of Homer's Odyssey, the voyage, is portrayed in a visual and auditory experience. A muse, volced by Julie Harris, recounts the story of Odysseus and his companions as they experience the adventures of terror of the epic journey with the Cyclops, Circe, the inhabitants of Hades, the Sirens, Scylla and Charybdis, Aeolus, Helios and Calpyso.

   Suggested Courses: Mythology, Literature, English

   Application to Other Subject Areas: History, Storytelling

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Present to the class, via filmstrip, recording, or printed synopsis, the story of Homer's Odyssey.

      2. Point out that many of today's stories and vocabulary words are filled with references (allusions) to classical mythology: vulcan, aeoleon, sirens, Pygmalion.

      3. Point out that ancient mythologies were once ways to explain the Earth's natural phenomena: the change of seasons, the heat of the sun, fire, the tides. The teacher might refer to modern-day explanations for natural phenomena, i.e., superstition, faith, etc.

   b. Vocabulary (presented in a specific context)

anchor	plotted
captive	prophet
Cyclops	proud
delay	punish
destruction	raging
escape	revenge
heed	solemn
mortals	summon
muse	weary
oath	

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. Arrange the following items from the film in the order in which they appeared. Use numbers 1,2,3, etc. The first answer is provided:

___ Circe
___ Aeolia
___ Heleos (sun god)
___ The Sirens
_1_ Cyclops
___ Tiresias
___ Phaeacians
___ Laestrygonians
___ Calypso
___ Scylla and Charybdis

2. Odysseus and his men travel great distances. Match the names and places that they visited:

___ Aeolia
___ Land of the Cyclops
___ Ogygia
___ Scherie
___ Island of the Sun
___ Laestrygonia
___ Aeaea
___ Ithaca

A Calypso's Isle
B The Floating Island
C The Land of the Fearsome Giants
D Home of Polyphemus
E Palace of Odysseus
F Circe's Isle
G Hyperion's Cattle Farm
H Home of the Phaeacians

3. Odysseus and his men met many people with different abilities and personalities during their travels. Match the following persons in Column A with the description in Column B.

Column A

___ Circe
___ Polyphemus
___ Siren's Song
___ Scylla
___ Calypso
___ Poseidon
___ Penelope
___ Tiresias
___ Charybdis
___ Eurylochus

Column B

A the soothsayer who told Odysseus to sail by the islands of the sun god and do no harm to the grazing herds
B a deadly whirpool
C fair-haired goddess who turned the men into pigs and later returned them to human form
D persuaded Odysseus' men to eat the sun god's cattle
E the angry one who blew Odysseus back out to sea
F Odysseus's wife who waited for him for twenty years

G a powerful magnet which drew all men to it

H barbaric, one-eyed giant

I a charming lady who gave Odysseus a bronze axe. He chopped trees and made a raft from the wood

J perched on a cliff, captured and ate passing seamen

4. The following characters appeared in the film. Write YES before a character who helped Odysseus; write NO before a character who did not help Odysseus:

___ Sirens	___ Tiresias
___ Hermes	___ Cyclops
___ Phaecians	___ Hades
___ Circe	___ Calypso
___ Aeolus	___ Scylla and Charybdis

b. Expand Your Knowledge

1. Examine and analyze the psychology of people who take risks in the face of danger while fully aware of the consequences of their actions. Make sufficient references to the men of Odysseus's ship who knowingly took risks.

2. "A year of pleasure passed and their desire for home returned." Imagine that you were given an unspecified time of pleasure in which there would be no responsibility. What would you choose to do? How long could you enjoy such a carefree existence before needing to return to the world of purpose and work? Explain.

3. Faced with the difficult task of depicting Odysseus's journey through dozens of episodes with countless characters, the filmmaker, nonetheless, succeeds. Explain the cinematic techniques used to bring this story to life.

4. This story took place around the year 600. Justify the need for today's student to study mythology.

c. Oral Language Activities

1. Bring to class newspaper clippings or a "Dear Abby" column that would illustrate the concept that "mortals bring sorrow upon themselves far beyond that which necessity decrees."

2. Create your own modern mythological gods or goddesses. For example, you might create ZOOM-A, goddess of the freeways. In the form of a musical lyric, spoken or sung in class, relate the deeds of your gods and goddesses.

d. Language Skills

Skill: Affixing prefixes and suffixes

Directions: Add appropriate prefixes and suffixes to the underlined words:

1. The Sirens' song was reportedly so ___magnet___ that all men were __resist____ drawn to the Sirens' isle.

2. When the men sailed to the land of the lotus eaters, three men succumbed to the power of an exotic fruit which ___move___ all memory of home or other ___responsible

Skill: Sentence combining

Directions: Combine the three short repetitive sentences into one sentence.

1. Odysseus and his men landed amid the Cyclopes. The Cyclopes were a tribe of barbaric, one-eyed monsters. The Cyclopes were hostile toward the men.

2. Aeaea was Circe's island. Odysseus and his men landed on Aeaea. Circe turned the men into pigs and later returned them to human form.

Skill: Punctuation and capitalization

Directions: Rewrite the following sentences with correct punctuation and capitalization.

1. the voyage of odysseus is part of a larger tale the odyssey which was written by homer

2. odysseus leaves troy with six hundred men and twelve ships and returns ten years later to penelope and his home

E. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Choose your favorite character from The Voyage of Odysseus and write a monologue in which you present the character's inner thoughts. For example, you might describe Heleos as he demanded a punishment for the slaughter of the cattle.

b. Suspense, action, and conflict are basic elements of a good adventure tale. In several well-written paragraphs, examine these elements in The Voyage of Odysseus.

2. The Real World

a. Leaving your friends behind, you are about to embark on a modern Odyssey through the western states. Your vehicle is a jeep. Construct an itinerary which will take you through both beautiful and treacherous terrain. Use journal form, and in the mood and manner of the film, explain the best and worst events that happened to you during your modern odyssey.

b. While Odysseus wandered from place to place in the Mediterranean, his wife Penelope waited patiently for his safe return. If the modern mailgram were available in 600 B.C. what would Odysseus have written to his wife at home in Ithaca? Create 10 mailgrams from Odysseus to Penelope in terse, mailgram form, and account for Odysseus's wanderings.

Short Stories

TOPICS TO CONSIDER WHEN INTRODUCING FILMS BASED ON THE SHORT STORY

The following topics should be considered when introducing films based on the short story.

Plot

- Events interrelated with originality and ingenuity
- Dramatic sequence of happenings
- Suspense
- Conflict
- Foreshadowing
- Dialogue

Characterization

- People that are believable and life-like
- Characters revealed through what they say, what they do, what others say about them
- People individualized through specific concrete details
- Dialogue that is interesting and natural
- Dialect is used when appropriate

Setting

- Time and place of action
- Vital to story
- Influences characters
- Contributes to mood and atmosphere

Theme

- Central concept of story
- Truth or observation of life and people
- Significant idea

Mood

- Atmosphere of setting
- State of mind

Style and Technique

- Vivid narrative
- Concrete detail
- Figurative language
- Rapid-moving events
- Specific wording with exactness of usage

Title: LA GRANDE BRETECHE

Catalog No. 71475 Running Time - 25 minutes Year Produced - 1975

1. Synopsis: This mystery film is a dramatization of a classic story of revenge by Honore de Balzac. Set in France during the Napoleonic wars, it tells of the love of a young Spanish prisoner and a beautiful countess. The events lead to a tragic confrontation with her husband and his terrible revenge. From the Orson Welles Great Mysteries Series.

   Suggested Courses: World Literature, Composition, Short Story

   Application to Other Subject Areas: French Literature, Drama

2. Previewing Activities Led by the Teacher:

   a. Cue - Discussion of key concept(s)

      1. See Poe's "Cask of Amontillado" and listen to "What I Did for Love" from Chorus Line.

      2. What is suspense? Why do you like to be kept in suspense? What are some stories or films which were suspenseful?

      3. Discuss the effect that setting can have on the story and characters?

      4. Discuss promise/vow. Why do people swear on a charm, symbol, etc.

   b. Vocabulary (presented within a specific context)

aristocrat	exposition
bellpull	heirloom
billetted	rank
climax	resolution
condemn	scavenging
countess	signor
crucifix	stifle
dowry	trinket
ebony	vermin

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check your knowledge

      1. Give three examples of foreshadowing.

      2. Give examples of the excessive formality of the Baron and Baroness' lifestyle.

      3. What does the Baron use to lure the servants and his wife into doing his bidding?

4. Where does the climax occur?

5. What happens to the Baron after he leaves the house? And the Baroness?

b. Expand your knowledge

1. Why does the Baroness allow her lover to die?

2. Is the Baron justified in what he does? Explain.

3. Explain the irony of the Baroness' swearing on her lover's cross.

4. Compare the Baron's and Baroness' attitudes toward love.

5. How does the house affect the characters' and the story's outcome?

6. Based on what happens in "La Grande Breteche," support the idea that a storyteller cannot create suspense in an instant.

c. Oral Language Activities

1. Discuss the Baroness' comment, "Love excuses everything." Do you agree or disagree? Why?

2. Interview the Baroness 50 years later at her home. As a reporter, you should try to determine what really happened and why, and why she remained at La Grande Breteche.

d. Language Study

Skill: Changing word forms: Adjective/Verb/Noun

Directions: Fill in the chart with the appropriate words.

	Adjective	Verb	Noun
Model:	enjoyable	enjoy	enjoyment
	glamorous	glamorize	_____
	_____	_____	excellence
	sensitive	_____	_____
	_____	debate	_____
	_____	_____	information
	agreeable	_____	_____

Directions: Create five additional advective, verb, noun sets of your own showing the change in word forms.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. "Love is no excuse for an unwise match," said the Baron to his wife. Write about your interpretation of his statement in light of what he knows about his wife's affair.

   b. Usually stories are read and then the film is seen. Now that the film has been viewed, write the story. Be sure to include exposition, climax, and resolution.

2. The Real World

   a. Most neighborhoods have a "haunted house." Write about the haunted house in your neighborhood. Discuss what it looks like, its occupants, and what mysterious thing(s) happened there.

   b. Write a critique of the film. Explain why you would or could not recommend the film to a friend. Consider the characters, costumes, sets, plot, etc.

Title: THE LOTTERY

Catalog No. 1006 **Running Time** - 18 minutes **Year Produced** - 1970

1. **Synopsis:** Presentation of Shirley Jackson's short story "The Lottery" in which the trivial becomes the ghastly. The story, which takes place in an American small farming town, sketches in the lives of the inhabitants, and culminates at the yearly lottery. The horrifying conclusion suggests that below the surface of every day life lurks man's fears and cruelties...and superstitions.

   Suggested Courses: American Literature, Women Authors, Horror/Mystery Literature

   Application to Other Subject Areas: Psychology, Sociology, Anthropology

2. **Previewing Activities Led by the Teacher**

   a. Cue - Discussion of key concept(s)

      1. Are you superstitious? About what? Why are people superstitious?

      2. Give examples of lotteries. What is their purpose?

      3. Discuss the difference between "civilized" and "barbaric."

      4. Discuss the belief that in agricultural societies the gods must be appeased to insure a bountiful harvest. ("Lottery in June, corn be heavy soon," says Old Man Warner.)

   b. Vocabulary (presented within a specific context)

barbaric	maxim/aphorism/proverb
camera movements: zoom, pan, closeup, pull back	mood
civilized	mundane
coincidence	primogeniture
foreshadowing	ritual/rite
horror	scapegoat
irony	superstition
lottery	suspense
	tradition

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check your knowledge

      1. What details help create the scene of a typical small town?

      2. What evidence is presented that the lottery had been held before? How is this an example of coincidence?

3. Who is the last to arrive at the lottery gatherings?

4. What is Old Man Warner's complaint? How many times had he participated in the lottery?

5. List three examples of foreshadowing. Did anyone guess the outcome? How? Why?

6. What is the purpose of the lottery?

b. Expand your knowledge

1. Contrast the initial courtesy and ritual of the townspeople with their final act.

2. Why do the men resist looking at the pieces of paper? Would you peek if you knew what was going to happen? Why?

3. How is suspense developed through sight and sound? Consider what you do or do not see and hear.

4. What practices in American society might an outsider view as barbaric or inhumane in our society?

5. What is the value of tradition in people's lives. When should traditions be discarded?

c. Oral Language Activities

1. Interview Bill Hutchinson after the lottery.

2. A meeting is to be held at the local school to discuss whether or not to abolish the lottery. Old Man Warner steps up to defend the lottery. Present his speech to the class.

3. Research the history of human sacrifice (Aztecs, South Pacific Islanders) and report to the class.

d. Language Study

Skill: <u>Affixes</u>

Directions: Listed below are the stem(s), meaning and example of a word made from that stem. List three additional stems and the meaning of each. Include several examples of words that contain the stem.

Stem	Meaning	Example
ambi-, amphi	both	ambiguous, ambidextrous
orth(o)	straight, vertical	orthodox, orthodontist
-ology	science, study	biology, sociology
pan-, pant(o)-	all	panorama, panacea
-graph, -gram	items written or recorded	autograph, telegram
multi-	much, many	multifaceted
chrono-	time	anachronism, chronological

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Old Man Warner complains that the town will revert to "living in caves and eating boiled chickweed" if the lottery is discontinued. Write a paragraph to explain the irony of his statement.

b. Just as an author uses certain literary devices to tell a story, the filmmaker also has techniques, such as the zoom, pan, closeup, and pull back. Explain in several paragraphs using specific examples how the filmmaker uses these devices to elicit a desired reaction from the audience. What reaction did the filmmaker achieve?

2. The Real World

a. Tessie Hutchinson cries, "It's not fair!" as she is singled out for the sacrifice. Recall a situation you felt was not fair to you or one of the other participants. In a letter of complaint to the other participants or to an authority, state your grievance, and explain how you would want to resolve the complaint. How was the problem resolved?

b. Most people are willing to take chances when they feel safe or have something to win. Write about two chances that you have taken: one where you won something of value and one where you lost. Finally, tell what you learned about risk-taking?

Title: THE NECKLACE

Catalog No. 7238 Running Time - 23 minutes Year Produced - 1978

1. Synopsis: Designed to acquaint viewers with de Maupassant's classic short story and to serve as a basis for studying the short story form. The story centers on a lost necklace and the suffering, yet maturing, of a young couple forced to pay off a huge debt.

   Suggested Courses: World Literature, Literature in Translation, The Short Story

   Application to Other Subject Areas: French Literature, Sociology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss fashions, fads, and style. What are some current fads? What is the current "look"? Is this look fad or fashion? How is style different from fad or fashion?

      2. Discuss mime/imitation/masks/costumes/dressing up. If you could dress yourself up as anyone else, who would it be? Why?

      3. Discuss fantasy vs. reality. What is the difference between the fantasy "you" and the "real" you?

      4. Write on the board for discussion: "All that glitters is not gold." How does this idea relate to fashion?

      5. Discuss selfishness vs. sharing: Do we have to learn to share or is it innate?

      6. Discuss irony. Ask, "What situation have you participated in that had a completely different outcome than what you expected?"

   b. Vocabulary (presented within a specific context)

      augury/augur/augurer
      belladonna
      crinoline
      decay/decadence/decadent
      decolletage
      henna
      humiliate/humiliation/humiliating
      inherit/heir/inheritance
      paste
      poverty
      pretentious
      replica/replicate
      salon
      scandalous
      shambles

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. What does Mathilde envy about the world of Madame Forrestiere?

2. How does Madame Forrestiere view her own life?

3. What references are there in the film to the decadence of Paris at that time?

4. How does Mathilde's life change after she loses the necklace?

5. How does her relationship with Charles change?

6. Distinguish between style, fashion, and fad.

b. Expand Your Knowledge

1. What are some of the earliest clues that foreshadow the outcome of the story?

2. Why did Mathilde place the blame on her husband? Explain. Where should the blame be placed? Why?

3. Mathilde's fantasies become a part of reality. How does her fantasizing affect her relationship with her husband?

4. Explain the irony of situation in "The Necklace."

5. Why does the filmmaker emphasize the wearing of masks?

6. How does the allusion to Sodom and Gomorrah relate to this story?

7. How much are you influenced by fad or fashion? Give examples of the way you see others using fashion to mask themselves or to hide from others.

c. Oral Language Activities

1. Develop a dialogue for Mathilde and her husband or another character showing how she would act knowing that the necklace was genuine. Also develop a dialogue for Mathilde and another character indicating how she would act if she knew the necklace was paste.

2. Complete the conversation between Madame Forrestiere and Mathilde at the conclusion of the film. Resolve the problem.

3. Develop a dialogue between Mathilde and Charles in which she reveals the truth about the necklace after her conversation with Madame Forrestiere.

4. Debate: Madame Forrestiere should have revealed that the necklace was not genuine when Mathilde borrowed it.

d. Language Study

Skill: Punctuation

Directions: Recreate the dialogue from one of the scenes using quotations marks appropriately.

Models:

1. Mathilde said, "Why didn't you tell me that the necklace was paste?"

2. "But," said Madame Forrestiere, "I thought you knew."

3. "You care for nothing but yourself!" said Charles.

Use other words to replace "said" to reflect the emotion, tone, and mood of the speaker.

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Create diary entries, as Mathilde, indicating your feelings in various parts of the film:
   1. after the ball
   2. after deciding to replace the necklace
   3. once the necklace is paid for
   4. as her relationship changes with Charles

b. Write several paragraphs to compare and contrast the attitudes of Madame Forrestiere and Mathilde toward material possessions.

c. Literature should both entertain and educate. What does the audience learn about life from this story? Why is it also entertaining?

2. The Real World

a. Relate in narrative form an ironic incident that happened to you. Include what you expected to happen when you went into the situation and what really happened.

b. Explain in several paragraphs the extent to which you are influenced by fad or fashion. Include reasons why you follow fashion and why people follow trends.

c. Write a description of the real or exaggerated mask you might design for yourself. Include shape, color, facial expression, age.

Title: OCCURRENCE AT OWL CREEK BRIDGE

Catalog No. 71044 **Running Time** - 27 minutes **Year Produced** - 1962

1. **Snyopsis:** Based on Ambrose Bierce's Civil War story of a young man caught in the act of sabotage and hanged. In his last seconds of life, he escapes and, in a nightmarish, dreamlike sequence, races to join his beloved wife.

   Suggested Courses: The Short Story, American Literature, Composition

   Application to Other Subject Areas: Cinema

2. **Previewing Activities Led by the Teacher**

   a. Cue - Discussion of key concept(s)

      1. Give examples of people who cheat death for a living (race car drivers, trapeze artists, stuntmen, etc.).

      2. Watch for film techniques that create mood: sound (real and background), camera moves (subjective and objective).

      3. Have you ever noticed that when you're having fun, time passes quickly; yet, when you are having a difficult time, time drags by? Note how the filmmaker uses extended time.

      4. Literature/film storytelling devices:
         a. foreshadowing
         b. coincidence
         c. flashback

   b. Vocabulary (presented within a specific context)

allee (alley)	noose
bayonet	reverie
civilian	sabotage/saboteur
coincidence	sentinel
cravat	summarily
evoke/evocative	trestle
flashback	volley
foreshadowing	

3. **Show the Film**

4. **Postviewing Activities Performed by the Students**

   a. Check your knowledge

      1. Why was Peyton Farquhar being hanged?

      2. What mood/atmosphere is evoked at the beginning of the film?

3. What unlikely events, or coincidences, does Farquhar experience.

4. What feeling does Farquhar experience when he surfaces in the water?

5. In the flashback sequence on the bridge, what does Farquhar recall?

6. Now that you know the end of the story, what examples of foreshadowing do you recall?

b. Expand your knowledge

1. What might the opening gates symbolize?

2. At the end of the film Peyton Farquhar is seen approaching his wife three times, each in identical shots. What is the purpose of this sequence?

3. How does the filmmaker create mood through camera angle, sound, and black and white photography?

4. What is meant by "dramatic time" and "real time"? How does the filmmaker use them to create suspense?

5. Did you guess the ending of the story? What led you to the conclusion even before the film was over?

c. Oral Language Activities

1. Write a monologue as if you were Farquhar on the plank. Share your thoughts with the class.

2. Certain things take on significant value when they are not available to us. What things would Farquhar value if given a second chance? What would you hold dear if you knew your life was going to end soon?

3. Report to the class on Ambrose Bierce's experiences during the Civil War and how they affected his stories.

d. Language Study

Skill: <u>Sensory Descriptive Writing</u>

Directions: Choose a scene or character from the film and write five descriptive sentences, each of which uses one of the five senses: touch, sight, hearing, smell, taste.

A sample of the descriptive language used in the film is presented in the excerpt below:

"He was now in full possession of his physical senses...He felt the ripples upon his face and heard their separate sounds as they struck. He looked at the forest on the bank of the stream, saw the individual trees, the leaves and the veining on each leaf. He saw the very insects upon them; the locusts, the brilliant bodied flies, the gray spiders stretching their webs from twig to twig. He noted the prismatic colors in all the dewdrops upon a million blades of grass. The humming of the gnats that danced above the eddies of the stream, the beating of dragonflies' wings, the strokes of the waterspiders' legs, like oars which had lifted their boat -- all these made audible music. A fish slid along beneath his eyes and he heard the rush of his body parting the water."

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write a news story about the capture and execution of Peyton Farquhar. Be sure to include a description of his crime. Interview the captain who was in charge of the execution.

   b. Write several paragraphs about the problems the filmmaker would have faced in "translating" this story from the page to film? Consider the description of setting, characters, events, and mood.

2. The Real World

   a. What life and death situation have you or one of your family or friends experienced? Describe in several paragraphs the situation and recall the sensations during and after the experience?

   b. Write a last will and testament. Discuss the distribution of your property. How are the recipients to use this property? Who would you include, and why?

Title: THE ROCKING HORSE WINNER

Catalog No. 7164 Running Time - 30 minutes Year Produced - 1976

1. Synopsis: This film presents an adaptation of D. H. Lawrence's much-praised story of the uncanny and retains the tale's atmosphere of mounting excitement and inescapable fatalism..."There must be more money..." This is what his house whispers to Paul, a sensitive child anxiously aware of the tension between his parents. His mother explains that there's not enough money because his father is unlucky, and the boy resolves that he will be lucky. Lucky he is, but it is not enough.

   Suggested Courses: English Literature, The Short Story

   Application to Other Subject Areas: Child Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Write on the board for discussion: "Is luck money?" and "Better to be born lucky than rich."

      2. What is luck? Do you have a lucky charm? How do you use that charm? Why do you use it? Under what circumstances?

      3. Why do so many children want to please their parents? What do you do to please your parents? Does it always work? Can you recall a time you tried to please your parents but were unsuccessful?

      4. Discussion: Upper class English background.

      5. Watch for camera movements and how they affect the viewer.

      6. Discuss the short story "The Easy Way" by C. I. Coombs.

   b. Vocabulary (presented within a specific context)

      benefactor/beneficiary
      betting
      bookie
      capitalist
      cheque
      fatalism
      "filthy lucre"
      governess (nanny)
      irony
      legacy
      lucrative
      motive/motivation
      odds
      pence/pounds/shillings
      solicitor/barrister

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check your knowledge

1. What is the conflict between Paul's mother and father?

2. What did Paul do to stop the voices in the house?

3. Despite Paul's luck with horse racing, he is still very much a child. What are some examples of his child-like qualities?

4. Why does the mother react in such an emotionless way?

5. What effect does her reaction have on Paul?

6. What caused Paul's death?

b. Expand your knowledge

1. To what extent is Paul's good fortune related to luck or skill?

2. The uncle becomes nervous when Paul's luck seems to be unshakeable. Why do people feel nervous about their good fortune?

3. Paul says to the horse, "Take me there." Where does Paul "go."

4. What lesson can be learned from the problem of Paul's parents and the effect of the problem on Paul?

5. Explain the irony in Paul's attempt to please his mother throughout the story. In the final scene.

6. Should the mother have given up the family home? Why? What did the home represent to her?

c. Oral Language Activities

1. Assume the identity of the uncle or Bassett. You are going to speak at Paul's funeral. What would you say in a eulogy about Paul?

2. Pretend that the mother receives a phone call instead of a letter from the solicitor announcing the inheritance. Construct a dialogue that might occur. Keep in mind the mother's possible reaction to the news.

d. Language Study

Skill: Language Spelling and Usage

Directions: Compare British English spelling and usage in the examples below with American English. Research other such variations in spelling and usage. Report to the class.

Examples:

check - cheque	policeman - bobby
tire - tyre	cracker - biscuit
curb - kerb	gasoline - petrol
story - storey	truck - lorry
civilization - civilisation	windshield - windscreen

Also see the poem "Mother Tongue" by Richard Armour.

e. Composition (Select one writing task from Section 1 and one writing task for Section 2.)

1. The World of the Story

   a. Write an expository paragraph that explains how the uncle's use of the phrase "filthy lucre" provides an ironic twist to the story?

   b. Unlike most situations where parents leave a legacy to their children, Paul becomes his parents' benefactor. Write an essay that explains what Paul leaves to his parents other than money.

2. The Real World

   a. Based on your own experiences with luck (or the lack of it), write an essay that expresses your judgment of the accuracy or inaccuracy of the mother's statement, "Better to be born lucky than rich."

   b. Many children feel that their parents "owe" them certain things. Write an essay that presents your viewpoints on what a parent's responsibilities are to a child and what a child's responsibilities are to his/her parents.

Science Fiction

Fantasy

TOPICS TO CONSIDER WHEN INTRODUCING FILMS OF SCIENCE FICTION/FANTASY

The following topics should be considered when introducing films of science fiction and fantasy.

Choice of Subject

- Modern stories of everyday happenings
- Imagined memoirs
- Romantic tales of chivalry, old wars, and explorations
- Strange worlds of little people -- dwarfs, elves
- Fanciful recreation of the animal world

Plot

- Problems and job
- Absurd incidents
- Humorous situations
- Imaginative dreams
- Mysterious happenings
- Serious moral overtone

Characterization

- Exciting, invisible people
- Disguised persons
- Imagined conversations of the animal world
- Unique, remarkable magical abilities
- Cooperative action through combined efforts
- Maintenance of the hero's or heroine's personality despite bizarre surroundings

Style

- Satire
- Swift-paced episodes
- Hilarious fanciful passages

- Beautiful descriptions
- Delightful use of words
- Strange action

Setting

- Mysterious lands
- Quiet, beautiful surroundings
- Bizarre circumstances
- Exciting, amusing predicaments
- Different worlds of time
- Secret worlds

Mood

- Serious pathos
- Whimsical, subtle humor
- Mysterious, fascinating intrigue
- Hilarious mirth
- Exciting mixture of humor, real and unreal
- Magical and dreamlike enchantment

Theme

- Joy of living
- Destruction of evil forces
- Recovery of fortune
- Obtaining magical wishes
- Giving away possessions for unselfish reasons
- Family rejection
- Dissatisfaction with one's appearance or natural activities

Title: THE ELECTRIC GRANDMOTHER

Catalog No. 8085 Running Time - 34 minutes Year Produced - 1981

1. Synopsis: Following a mother's death, a robotic "grandmother" comes to live with three children and their father. The "grandmother" must prove to the three children, especially to the youngest and most skeptical child, that she will always remain with them. Having proven her ability to be there always, "grandmother" is recalled by the three children in their old age. She arrives keeping the promise she made long ago to three young motherless children.

   Suggested Courses: English, Language Arts, Drama

   Application to Other Subject Areas: Futures courses, Sociology, Family Relations

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concepts

      1. Review Ray Bradbury's outstanding stories of fantasy/science-fiction, e.g., Fahrenheit 451, The Martian Chronicles. Emphasize his views of the world to come.

      2. Have students share articles and advertisements for bionic parts with the class.

      3. Discuss the role that robots might play in our future.

      4. Have students list colors that they associate with different moods and different events. For example, students may associate bright yellow with joy and blue with peace and tranquility.

   b. Vocabulary (presented within a specific context)

agreement	inaudible	robots
bargain	love	sarcophagus
curious	mope	satisfaction
guarantee	preposterous	scrapheap
helicopter	proud	Shakespeare
imagination	reasonable	trust
immemorial	ridiculous	unfulfilled

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. Which character in **The Electric Grandmother** represents a pessimistic attitude toward machines?

2. How was the electric grandmother delivered to the family?

3. The electric grandmother promised "satisfaction guaranteed" under certain conditions. Name the conditions.

4. Match the following characters with their eventual occupations:

____	Tom	A.	writer
____	Timothy	B.	worked in space technology
____	Agatha	C.	robot distributor
____	Mr. Fantoccini	D.	doctor

b. Expand Your Knowledge

1. Explain who exhibited more humanity: Aunt Clara or the electric grandmother? Why did Aunt Clara leave when she did?

2. Looking back on her experience with the family, the grandmother asks what is the difference between loving people and paying attention to them. Explain in your words what that difference might be.

3. Identify with the character of Agatha as a child. You are asked to love a mother-replacement. Summarize your feelings.

4. The electric grandmother was initially described as a cold and inhuman machine. Describe actions she took that were actually warm and human.

c. Oral Language Activities

1. Choose an occupation. You may be an electric teacher, electric hairdresser, electric store clerk or an electric _____. In a short speech, persuade the class to buy and use your services.

2. Create a 60-second radio or television commercial which advertises some sort of physical addition to the human head such as contact lens, hair transplant, dentures, or hearing aids. Deliver the commercials aloud to the class. If possible, record material on tape and play back for the class.

d. Language Study

Skill: Parts of speech, especially nouns and verbs

Directions: Referring to your impressions from viewing the film, list words which could describe (adjectives) the characters, first as young people and later as older people:

	YOUNGER	OLDER
Agatha	_____	_____
Timothy	_____	_____
Tom	_____	_____
Father	_____	_____

Skill: Sentence combining

Directions: Combine the three short repetitive sentences into one complete sentence.

1. The pieces of the golden heart are delivered by helicopter. The helicopter drops the golden heart in three pieces. The children pick up and put together the three pieces of the golden heart.

2. Agatha's mother used to brush and braid her hair. Agatha doesn't want anyone else to do what her mother used to do to her hair. Agatha won't let the electric grandmother brush and braid her hair.

Skill: Punctuation and capitalization

Directions: Rewrite the following sentence with correct punctuation and capitalization:

1. ray bradbury has written many stories which are considered science fiction and fantasy

2. timothy tom and agatha were almost pleased to see their rigid aunt clara leave the house and to welcome their electric grandmother

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

a. Suppose that machines could be like the electric grandmother in the film. Write an essay to discuss whether it would be possible to share love and human emotion with a robot. Support your point of view.

b. Mr. Fantoccini tells the family, "The only limit to what a machine can do is the limit of one's own imagination." Justify Mr. Fantoccini's statement by listing as many machines as you can and their possible contributions to your life.

2. The Real World

a. As more and more older people join retirement complexes, are grandmothers becoming a vanishing breed? What will be society's loss? Write an essay that explains in what ways this film is a tribute to grandmothers in our society.

b. Statistics now show that most of us will live well into our seventies. Write a paragraph that describes your plan for living a happy and productive life beyond seventy?

Title: THE FLYING MACHINE

Catalog No. 3695 Running Time - 16 minutes Year Produced - 1979

1. Synopsis: This adaptation of Ray Bradbury's short story "The Flying Machine," is a parable of men and machines. Filmed in authentic settings, the film captures the poetry of Bradbury's writing and highlights the dilemma of "amoral machines which may be used for immoral purposes." Tells the story of a man who invents miraculous wings of paper and bamboo and soars over the gardens of the Emperor. Proudly, he describes to the Emperor the beauty and freedom of his flying machine. The emperor, however, is concerned only with the potential evil of such an invention. He orders the man executed and the wings burned.

   Suggested Courses: English, History, Art, Sociology, Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Have each student bring an example of a parable to class. Students may read the parables aloud and have other students suggest the morals which the parables illustrate.

      2. Discuss inventors who have been ridiculed, or even killed, for what originally appeared to be frivolous creations that later greatly affected society's development. The teacher may consider discussing the Wright brothers, Galileo, Copernicus, etc.

      3. Discuss the myth of Icanes and Daedolus.

   b. Vocabulary (presented within a specific context)

assure	invention	peasant
confuse	kingdom	plead
create	locusts	proud
dragon	mercy	province
emperor	miracle	rebel
evil	parable	rejoice
executioner	peace	

3. Show the Film

4. Postviewing Activities Performed by the Students

   a. Check Your Knowledge

      1. When and where does the story take place?

      2. Describe the physical characteristics of the flying machine.

      3. Describe the house and gardens of the Emperor.

      4. Who wrote the story upon which this film is based?

      5. List and describe the characters of the film.

b. Expand Your Knowledge

1. The Emperor tells the birdman that "...peace will reign in my kingdom. That is inevitable, birdman." Explain the conditions that the Emperor imposes to assure peace in his kingdom and the extent to which he goes to achieve it.

2. The birdman tells the Emperor that "...these hands may never again create, but after me will come another man and another and another..." Explain the way in which you think ideas are generated and contribute to or block progress. Do you think change can be stopped by silencing one person? Explain.

3. Compare and contrast the inventor's and the Emperor's feelings about the flying machine. Explain how the birdman's sense of personal exhilaration and the Emperor's sense of responsibility to his kingdom affect their feelings and actions.

4. At the close of the film, the Emperor admits that he is confused and afraid. Explain why he experiences these emotions.

c. Oral Language Activities

1. A parable is a fictitious story that illustrates a moral or ethical principle. Write an original short parable and read it to the class. Class members will then state the moral or ethical principle they believe your parable illustrates.

2. Design a full-page magazine ad describing your invention or discovery (e.g., youth potion - a dash a day keeps the wrinkles away), which you believe will change the world. Present your ad to the class.

d. Language Study

Skill: Parts of speech, especially nouns and verbs

Directions: Write the action (verb) form of each of the following persons or objects (nouns) which were used in the story.

invention - invent
confusion - _____
executioner - _____
assurance - _____
creation - _____

Skill: Sentence sense, structure through models

Directions: Similes are figures of speech in which one thing is likened to another using like or as. Match the following items with the appropriate similes in the second column. (Example: the kite, sailing like a gossamer wing.

1. the wind blowing me	a. like ants
2. from the air do my people look	b. like a feather
3. birdmen will blacken the sky	c. like the sun and the grass
4. the kite was made of colors	d. like locusts

Skill: Punctuation

Directions: Rewrite the following sentences with the correct capitalization and punctuation:

1. the flying machine is a film set in china in 1200 a d the year of the tiger

2. ray bradbury has written many books including the flying machine the martian chroncles and the electric grandmother

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Suppose that you are the birdman and that you are allowed one final hearing before your scheduled execution. In an essay, write your own defense in which you support a person's right to have new ideas.

   b. The Emperor criticizes the birdman for thinking "it's only necessary to create. You think not what this thing will do." In paragraph form, describe what responsibilities, if any, you believe an inventor or creator has to the society which may utilize or be affected by the new ideas.

2. The Real World

   a. Identify some modern inventions which may have benefited or harmed society. In an essay, explain what types of regulations, if any, you believe should be imposed on inventors in order to protect society. For example, you may want to write about life-support systems, nuclear weaponry, or meal capsules.

   b. Name five different machines that you must deal with from the moment you get out of bed to the time you go to sleep at night. Then, imagine that each of these machines would want to seek revenge on its owner. In several narrative paragraphs, create your own science fiction horror and describe the ultimate revenge each machine would plot for its user.

Title: THE GOLD BUG

Catalog No. 7333 Running Time - 31 minutes Year Produced - 1979

1. Synopsis: Presents a visual rendition of Edgar Allan Poe's classic mystery tale. A young boy ventures out to an island in search of butterflies and becomes involved in a terrifying hunt for hidden treasures. First, he finds a "gold bug" which he excitedly wraps in a discarded piece of paper. His excitement is squelched, however, when he is suddenly grabbed from behind. The boy meets a strange, menacing pair of men searching for the legnedary buried treasure of Captain Kidd. They question and threaten the boy and discover the wrapped gold bug the boy has concealed. As they examine the bug and the paper by the fireplace, the heat from the flames raises a skull and a head of a goat on a scrap of paper. Eventually, they find and dig up the treasure. The boy rows to the mainland to get sacks to carry away the wealth, but when he returns to the island, the two men are dead; the treasure is gone.

   Suggested Courses: English, American Literature

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Discuss the mysteries of the modern world such as the Bermuda Triangle, the lost continent of Atlantis, the abominable snowman, and unidentified flying objects.

      2. Discuss treasure throughout literary history. For example, note Stevenson's Treasure Island, Gilbert & Sullivan's The Pirates of Penzance, Jules Verne's Journey to the Center of the Earth, Spielberg's Raiders of the Lost Ark.

      3. Provide several cryptograms for the class to decipher.

   b. Vocabulary (presented within a specific context)

ancient	generous	redeem
cipher	heart attack	regret
collection	illustrious	seek
contrived	mainland	slime
cryptogram	moral	suffered
curse	noble	summoned
debt	pirate	treasure
deserted	plantation	

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. Decipher the following cryptogram:

- -
M Z B O M D F B O W C O D X F B C O K

- - - - - - - - - - - - - - - -
Y O M B Z J O Z B O O

Starting clues: All Z's are T's; all O's are E's;
all M's are A's; all B's are R's *

2. How did the Sullivan Island curse come true?

3. What is the uncle's occupation?

4. Through what method was Mr. Legrand able to see Captain Kidd's message?

*Answer to cryptogram: A TREASURE LIES BURIED NEAR THE TREE

b. Expand Your Knowledge

1. This story popularized cryptograms. Create your own cryptogram message of at least 15 words. Have the class or another student attempt to decipher your message. Be prepared to offer the aid of a key if necessary.

2. Relate and describe the techniques the filmmaker uses to create a sense of mystery throughout the film.

3. Despite warnings from his uncle, Mr. Legrand and Jupiter, the boy returns several times to the island. Why?

4. Edgar Allan Poe is known for describing his characters fully. Invent and describe an additional character for the motion picture version of The Gold Bug.

c. Oral Language Activities

1. In a two to three-minute speech to the class, describe your most exciting adventure.

2. Write additional dialogue for a scene in which the uncle pursues the boy to Sullivan's Island only to find the boy "up to no good" with Jupiter and Legrand. Assign parts and dramatize for the class.

d. Language Study

Skill: Parts of speech, nouns and verbs

Directions: Write the object or character (noun) which is described by the following short phrases:

_____ sparkles like the sun
_____ perched on seventh branch of the tree
_____ covered with disfiguration
_____ captured by a sense of adventure
_____ determined to be a strict disciplinarian
_____ suffering from a weak heart
_____ able to understand but unable to speak

Skill: Sentence sense, structure through models

Directions: Match the slang or cliche phrase from the film in Column A with the most appropriate interpretation in Column B:

(A) SLANG OR CLICHE	(B) INTERPRETATION
___1. Cut me in for a fair share.	a. I intend to discipline you firmly while you stay with me.
___2. They're living in the poor house.	b. Please give me an equal portion of the treasure.
___3. I will treat you with a firm and moral hand.	c. Were you frightened by the unexpected visitor?
___4. Were you spooked at the mystery?	d. They don't have much money.

Skill: Punctuation

Directions: Write the following sentences with correct capitalization and punctuation:

1. the boy trusted legrand and jupiter as they searched for treasure on sullivans island

2. the boy learned that bishops hostel was actually besops castle and the treasure was buried there

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. Write a paragraph that tells which character you identify with most and why: Legrand, Jupiter, the boy, uncle, Agnes, or Tatoo.

   b. In your opinion, how realistic is the story? Do portions seem contrived? If so, which ones? Write your response in paragraph form.

2. The Real World

a. Write your own adventure story in which the main character searches for hidden treasure. Make a map of the location of the treasure that includes at least three hard-to-find markers similar to those used by Poe, e.g., the devil's seat, the treasure map, and the skeleton head. Attach your map to the report.

b. You have unexpectedly received a $10,000 inheritance on the condition that it be used for an adventure. Describe where you would go and what you would do with the money.

Title: THE MONKEY'S PAW

Catalog No. 2389 Running Time - 19 minutes Year Produced - 1978

1. Synopsis: Sometimes the worst thing that can happen is that we get what we want. In this classic horror story, a mysterious monkey's paw opens the door to a family's desires. An old couple has lost their beloved son. The mother will do anything to get him back. But when the father hears the knock at the door... Adapted from the story by W.W. Jacobs.

   Suggested Courses: English, Literature

   Application to Other Subject Areas: Psychology

2. Previewing Activities Led by the Teacher

   a. Cue - Discussion of key concept(s)

      1. Have students list superstitious practices which many of us have today, such as knocking on wood and avoiding walking under ladders. Explain why we persist in these practices even though scientific evidence does not support their validity.

      2. Have students name as many phobias as they can. Encourage them to discuss how each phobia can affect a person's life.

      3. Recall the tale of Aladdin and the wonderful lamp. What were the results of the wishes and what was the moral of the story?

   b. Vocabulary (presented within a specific context)

compensation	grief	sensible
convey	imagine	spell
creature	liability	superstitious
daft	mortgage	tall tales
emperor	nag	tease
expect	Orient, The	wardrobe
fate	phobia	

3. Show the Film

4. Postviewing Activities Performed by the Students

a. Check Your Knowledge

1. Retell the story of The Monkey's Paw in your own words.

2. Who wrote The Monkey's Paw?

3. List the three wishes which the mother and father made.

4. What is the surprise ending?

b. Expand Your Knowledge

1. React to the following statement: Sometimes the things we wish for most are the things we shouldn't have.

2. Explain the filmmaker's techniques for creating a mysterious mood at the onset. For example, the clattering shutters create an impression of bad omens.

3. The Monkey's Paw has what is known as a "twist ending." Compare other authors and their stories which have twist endings. For example, O. Henry's "The Gift of the Magi," and H.H. Munro's "The Open Window."

4. Explain how the filmmaker gives the chessboard symbolic meaning.

5. Explain the difference betweens superstition and faith.

c. Oral Language Activities

1. Organize a story-telling contest. Each student may be given a time limit in which to relate a frightening experience to the class. A panel of student judges will make the final selection of the winner.

2. Play themes from famous horror films such as Jaws, Frankenstein, and Dracula. Ask students to identify or describe the movie and the scenes for which the music is scored.

3. Play several sound effects (from sound effect records or tapes) such as shutters banging, dogs barking, storms at sea, and ask students to write a brief story using any or all of the effects. Have students read stories to class punctuated with sound effects in the background.

d. Language Study

Skill: Parts of Speech

Directions: Select from Column B the prepositional phrase which best completes the sentences in Column A:

Column A	Column B
___ The ship's captain was used to living alone, although he said he would have preferred to live	A. with dark clouds
___ The impending storm filled the sky	B. on the mantlepiece
___ The news of Herbert's death came	C. with a family
___ The Monkey's Paw is a film	D. from a factory representative
___ Herbert stared at the monkey's paw	E. about superstitious beliefs

Skill: Sentence-combining

Directions: Combine the three short repetitive sentences in one sentence.

1. The old ship's captain brought the family relics from the Orient. The porcelain, scowling animal and the monkey's paw were relics from the Orient. The ship's captain claimed that spells had been cast over the relics.

2. The father wanted a wish to come true. Anyone who rubbed the monkey's paw would be granted three wishes. The father rubbed the paw and made a wish.

Skill: Punctuation

Directions: Write the following sentences with correct capitalization and punctuation:

1. the monkeys paw is a short story about peoples beliefs in the power of superstition rather than in the power of faith

2. the son herbert is killed in a factory accident and his parents receive five hundred dollars an immense sum for them as compensation

e. Compositionn (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

   a. In several paragraphs, explain whether you agree or disagree with the following statement made in the film: "Fate rules people's lives. If you interfere with it, you would meet with sorrow."

   b. Write a paragraph to describe how the filmmaker used music, lighting, and sound effects to foreshadow danger.

2. The Real World

   a. Although we have more knowledge today than people did at the turn of the century when the story took place, we still have many superstitious beliefs and practices. In paragraph form, discuss some of these superstitions and reasons why you think they continue to be observed.

   b. Select a culture and write a paragraph to describe how one superstition had or has advantages or disadvantages. Support your response with examples.

Appendix

HOW TO ORDER A FILM/VIDEO TAPE

FROM THE LOS ANGELES COUNTY OFFICE OF EDUCATION LIBRARY

If your district has a contract for film/video service with the Los Angeles County Office of Education, you are eligible to order films/videotapes. Follow the procedures listed below:

1. Contact your principal or district media coordinator to determine film booking procedures required by your district.

2. Teachers need not order films on a yearly or semester basis unless required by the district. The Film Library recommends that district orders be placed quarterly.

3. Through data processing, films are booked ten weeks in advance. It is not advantageous to order films earlier. Such advance orders are held and not booked until the appropriate ten-week period.

4. Please complete the entire form legibly. Indicate period number, **not date**, during which you wish to use the film. (Period numbers are printed in red on the side of the form.) You may include orders for multiple periods on one form.

5. Note: If you can use a film at a later period, the order form permits you to indicate alternate periods. To use the film any time during the next two periods, write N2 in the alternate period column. You can indicate alternate periods up to nine weeks, N9.

6. Watch for confirmation notices. Films unavailable at the time requested will be noted and, when possible, alternate titles suggested.

7. Phone requests will be accepted from district media coordinators under special circumstances. Teachers who need a film on short notice should contact the district coordinators and ask for a phone request. The minimum time for such requests is three working days prior to the day films are delivered to the district.

8. If for some reason a film ordered is no longer requested, ask the district media coordinator to call and cancel the order. You will not be charged for the order if the film is cancelled at least three (3) working days prior to booking date.

If there are any questions regarding booking, please call (213) 922-6211. Film/Video Library consultants can be contacted at (213) 922-6107.

YOUR COMMENTS

We hope that this document will assist teachers plan instructional activities that will promote the effective integration of films into the English language arts curriculum.

We would appreciate any suggestions that you might have for improving the lesson plans, or for creative ways in which the plans can be used. Send comments to Kathy Edwards, Division of Instructional Media and Information Systems, Film Section, Los Angeles County Office of Education.

AN INVITATION

We would like to expand this publication to include additional lesson plans in the six literary genres of: biography, the novel, the short story, poetry, science fiction, and drama.

We invite you to submit lesson plans that you have developed and used successfully in your classroom. Films/videos in the Los Angeles County Office of Education film library should be used as the basis for these plans.

Each lesson plan should be consistent with the lesson format on page 3. A blank lesson plan format is included on the following pages for your convenience. If a sufficient number of plans are received, they will be published in a supplement to this publication. Each teacher and school will receive proper acknowledgement for lesson plans submitted. Send lesson plans to:

Dr. Kathryn Edwards
Division of Instructional Media and Information Systems
Film Section, Room 260
Los Angeles County Office of Education
9300 East Imperial Highway
Downey, CA 90242

Thank you for sharing your knowledge and creativity with fellow colleagues.

LESSON FORMAT

Title:

Catalog No. **Running Time -** **Year Produced -**

1. Synopsis:

Suggested Courses:

2. Previewing Activities Led by the Teacher

a. Cue - Discussion of key concept(s) etc.

b. Vocabulary (taught within a specific context)

3. Show the Film

4. **Postviewing Activities Performed by the Students**

a. Check Your Knowledge

b. Expand Your Knowledge

c. Oral Language Activities

d. Language Study

e. Composition (Select one writing task from Section 1 and one writing task from Section 2.)

1. The World of the Story

2. The Real World